

# THE SCHOOL JOURNAL.

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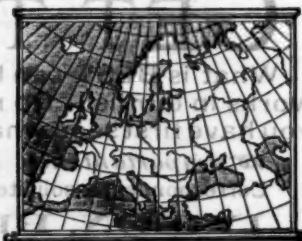
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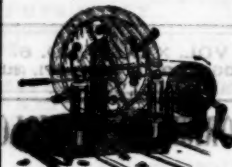
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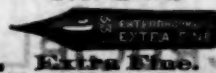
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New York, August 27, 1887.

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vices of Miss E. E. Kenyon, as reporter, and  
she has done her work well, as our readers  
will testify when they read her excellent  
reports. She has especially been particular  
to give all of Col. Parker's lectures on Psy-  
chology. These will be read with great  
interest.

THERE IS NO POWER IN THE INTELLECT ALONE TO  
GOVERN THE WILL. Read this over again, and  
again, and think about it. It is a fact. Take an il-  
lustration: A young man, the only son of his  
mother, was inclined to wicked ways. She knew  
that his intellect was convinced that his ways were  
wrong, so she did not attempt to reason with him.  
She also knew that his will was not strong enough  
to resist the temptation of boon companions. What  
could she do? Nothing but wait, and show him  
that all the strong feelings of her soul, from their  
lowest depths, were stirred in his behalf. One  
night he came home later than usual. She was  
waiting for him. As he passed into the hall and  
caught sight of her face, he exclaimed: "Why,  
mother, do you sit up so late for me?" "I shall  
never go to bed, as long as you are alive, until I  
have a good-night kiss from my dear boy," she an-  
swered. He came near her, and her pale face, pit-  
iful and sorrowful, startled him. He sat down to  
think. She buried her face in her hands. For a time  
nothing was said, until at last he exclaimed, "Scold  
me! accuse me! I can stand that, but I cannot  
stand this! I have been wrong! I know it. I  
have willed it, but from this time on I shall be a bet-  
ter young man." And he was.

No appeal to the intellect would have saved him.  
No amount of accusations, and criminations would  
have availed. The strong sympathies and mighty  
sensibilities of a mother's heart needed to be stirred  
to their deepest depth before his intellect could be so  
moved as to affect the governing power—the will.

One more illustration of the same principle came  
to our knowledge a few weeks ago. A young man  
became so unruly that his father determined to  
commit him to a magistrate. He complained of him  
before the grand jury of his city. A member of that  
jury happened to be a friend of the family, and,  
knowing something of the relations existing between  
the father and son, determined to see what he could  
do in order to bring about a reconciliation, and save  
the boy; so he called him into another room, but  
soon found that the hardness of the boy towards his  
father was very great. "But," said he, "your  
father loves you. When you were sick, he watched  
over you night and day. He would willingly die  
for you. His whole soul is bent upon saving you."  
The son said nothing. It was evident that his heart  
was touched. The friend then left the room and  
talked with the father. The result was a saving and  
mutual coming together. Son and father both wept  
as though their hearts would break. It was not  
weakness, but only the manifestation of the strength  
of each one's character. The young man was saved,  
and the father became a more loving and considerate  
parent. Unless this strong sympathy had been  
then aroused, the probability is there would never  
have been a reconciliation, and the young man  
would have been lost.

There are great and far-reaching lessons in school  
government to be derived from those incidents.  
Among them are the following: It is useless to con-  
vince the reason alone, or force the will alone. No  
good will be done. A boy can be convinced over and  
over again that alcohol is a poison. He will not let  
it alone unless his will is strong enough to say no,  
under the most trying circumstances. Here on one  
side is his reason, on the other is his will. Exercise  
these alone, and, in nine cases out of ten, the young  
man will fall. There is no saving power in the in-  
tellect alone. Neither is there any saving power in  
the will alone. But let the sensibilities exercise their  
power, and touch both the reason and the will, and  
government is easy. Sensibility alone is weakness,  
and disgusting; it is only when it is joined to intel-  
lectual strength and will-power that it becomes  
great.

THE strength of teaching lies in the power and  
preparation of the teacher. The preparation  
of the teacher has been, and still is, in most cases,  
very, very limited. To be sure, it is so much better  
than it was formerly that we can take courage;  
but it is only courage to go forward. It has not  
always been the case that the teacher was in favor  
of a better preparation. In New York state, when  
it was proposed to change from the town superin-  
tendency system to the county superintendency  
system, a violent opposition was made by the  
teachers; they said: "We shall be more strictly  
examined." Yet, with the better preparation that  
has been demanded, teachers have received far  
higher wages.

It has been thought that the teacher only needed  
to know a very little more than his most advanced  
pupils. In many sections of the country, the  
teacher is very poorly prepared, in fact, he is not  
prepared at all. He does know how to read, to  
write, and to compute with numbers, but he does not  
know how to teach.

What is now needed is a determination on the  
part of the public, and of the teachers, especially,  
that all who are in the sacred office of the  
teacher should be properly prepared. This is the  
great question before the educational public. The  
man who attends to a sick horse must be a graduate  
of a veterinary college, but the one who attends to  
the development of the immortal soul—why, he  
needs no special preparation.

Cannot this come to an end? It certainly ought.  
Every teacher should be classified as in grade one,  
two, or three, and when admitted to grade three  
(the lowest), should have studies for a year marked  
out for him. At the end of the year, he should be  
examined, and, if found advanced, be put in grade  
two. Here his studies for a year should be assigned,  
and at the end of that time an examination should  
be held; if found qualified, he should be advanced  
to grade one. Another year of study would enable  
him to pass the state examination, and he would  
get a diploma, and, like a learned physician, be per-  
mitted to teach without any more examinations.

This is the plan which sound sense dictates. It  
has been often advocated in these pages; the times  
are auspicious for advancing the teacher, and we  
shall urge the adoption of this plan. Let the teacher  
go forward in his preparation, and be able to under-  
take the heavy responsibility that is put on him.

MATTHEW ARNOLD, while in this country, saw  
a little barefooted newsboy sitting on one of  
the best chairs of a reading-room in Boston, enjoy-  
ing himself for dear life. The Boston Herald says  
that he was completely astonished.

"Do you let barefooted boys in this reading-room?"  
he asked. "You would never see such a sight as that  
in Europe. I do not believe there is a reading-room in  
all Europe in which that boy, dressed as he is, would en-  
ter." Then Mr. Arnold went over to the boy, engaged  
him in conversation, and found that he was reading the  
"Life of Washington," and that he was a young gen-  
tleman of decidedly anti-British tendencies, and, for his  
age, remarkably well informed.

Mr. Arnold remained talking with the youngster for  
some time, and, as he came back to our desk, the great  
Englishman said: "I do not think I have been so im-  
pressed with anything else that I have seen since ar-  
riving in this country as I am now with meeting this  
barefooted boy in this reading-room. What a tribute  
to democratic institutions to say that, instead of  
sending that boy out to wander alone in the streets, they  
permit him to come in here and excite his youthful im-  
agination by reading such a book as the 'Life of Wash-  
ington'! The reading of that one book may change the  
whole course of that boy's life, and may be the means of  
making him a useful, honorable, worthy citizen of this  
great country. It is, I tell you, a sight that impresses an  
European not accustomed to your democratic ways."



## MURDERERS.

A cook, in this city, last spring, unpacked a trunk in her employer's house, in the presence of his children. The boy is recovering from the diphtheria, and a girl of five years died. Before she was employed as cook, a child of hers died of diphtheria. She has left this family, but is probably unpacking her trunk in other homes. She is a murderer.

Ground on which school buildings are built is frequently impregnated with emanations from decomposing substances. The air is often rendered foul by gases from materials, not altogether decayed, and not yet absorbed by the ground. Dr. Bell says "That gases from such sources produce whooping-cough, measles, scarlet-fever, diphtheria, typhoid-fever, pneumonia, and catarrhal, and diarrhoeal diseases. Deaths are certain. Somebody could have prevented these conditions, therefore:

Somebody is a murderer.

Last week a serious accident took place on the Baltimore and Ohio road at Washington. It is not the first accident at the same place, and was due to a piece of track, well known to be dangerous. At the time of the previous accident, promises were made that the dangerous "Y" in the track at that point should be removed. It appears that this promise has not been kept; hence this railroad casualty. Under the circumstances it can hardly be called an accident; and somebody must be held responsible for it; in fact, again

Somebody is a murderer.

Last year a party of school children were out for a day's excursion on the borders of a beautiful lake. Boats, considered perfectly safe, were freely furnished, but one little girl tumbled out. After fifteen minutes, she was rescued, unconscious, but life was not extinct, and, had the proper means been used, she could have been soon restored, but the teacher didn't know what to do. She ran here and there, wringing her hands, but doing little or nothing. The child soon was dead. Though that teacher was ignorant, and though she felt as though her heart would break, yet

That teacher was a murderer.

Five hundred excursionists were on their way through Illinois, bound for Niagara Falls. In the night, a wooden bridge near Chatsworth, was found to be on fire. It was discovered too late to stop the train, and so car after car plunged into the break, one over the other, and nearly a hundred souls were almost instantly hurried into eternity, and more than three hundred seriously wounded, many of whom will die. The bridge caught fire from the burning grass near by, which could have been easily removed from contact with the wood work. It was the duty of the section master to see that this work was done. He was negligent, thoughtless, and so did not attend to his business.

Somebody was a murderer.

At Fort Edward, New York, a few weeks ago, a car full of passengers was left on the main track. It was bound for Lake George, on the branch road, and it was the duty of some official to see that it was at once switched off to a place of safety, but he neglected his duty, and in a few minutes a freight train came thundering around a curve, directly in sight of the ill-fated car. An alarm was given. Some of the passengers jumped for life, but a horrible catastrophe was not averted, and a mother and a child were killed under circumstances too harrowing to relate on this page. Connected with that railroad company,

Somebody is a murderer.

Such narrations could be continued indefinitely. These murderers are not willful ones. They do not deliberately sit down in calm malice and plan the horrible slaughter they cause; they simply don't think. Their minds are not trained. They are not self-possessed; in other words, they have not education. All the history, mathematics, languages, and science in all this world would not make them think, unless in studying they had been taught to perceive accurately and quickly, and correctly judge at once what is the best thing to do. The man or woman who can do this has an education that will stand for some good use when the crisis comes, as it certainly will, and when it is least expected.

An example of how an education saves lives came under our immediate observation this summer. We were returning from an excursion on Lake George, and neared the wharf at about nine in the evening. Just as the tug reached its moorings, a lady thoughtlessly jumped ashore. She missed her footing, struggled for an instant, and fell into deep water, between the boat and wharf. She soon came to the surface, and cool heads and stout hands were instantly in exercise to save

her life. Just the right things were instantly done, and in less than a minute after she shrieked for help, she lay in a dead faint on the wharf. Soon recovering, she was cared for, and no injury was done. Education saved her life, a want of it would have sacrificed it.

An education that is not practical enough to stand us in good stead when an emergency is upon us, isn't worth much in this practical world of ours.

THE triumph of Col. Parker is complete. His Board reduced the salaries of himself and faculty, but were only too glad to restore them after public opinion had been heard from. Most of the Chicago press was at first disposed to oppose him, but as soon as they learned the true condition of things, at once they all became outspoken in his praise. His triumph is so perfect, that nothing seems to be in his way toward victory. The SCHOOL JOURNAL has for years advocated his principles, as our readers well know. In fact, we were the very first educational paper to publish an account of his "Quincy Reform." It is with feelings of the greatest pleasure that we congratulate the Colonel, his faculty, his talented wife, and Superintendent Lane on the signal success that has crowned their work. Long live the Colonel! If the tens of thousands who will echo this sentiment could be heard as it is taken up from Maine to Oregon, it would be like the noise of a mighty multitude.

THE trouble with the drunkard, according to Dr. Kerr, of London, is that "there is an abnormal cerebral condition, a dynamical and psychological disturbance of the brain and nerve function, a real departure from sound health, which is itself a pathological state with, in all probability, its post-mortem equivalent in hyperplasia of the neuroglia." Teach this. It is required to inculcate temperance doctrines in our schools, and this is sound. What does it matter, if it be not understood. It will stand as "substance of doctrine," as the old educators say, and the pupils will come to its intellectual apprehension sometime, if their minds grow fast enough and they live long enough. It is said that pupils cannot understand all they learn, and that some things must be packed away in the memory, serviceable in time of future need. What a magnificent answer this would make on an examination:

"What is the trouble with the drunkard?"

"The trouble with the drunkard is an abnormal cerebral, etc." These thundering words would strike conviction in the minds of those objectors who complain that our schools teach "simplified simplicity."

Dr. N. M. BUTLER, of New York, has returned from a visit to Sitka, Alaska. Mr. Butler went to the point mentioned, in company with Senators Vest, Cameron, and Farwell, and Professor Gilman, and with those gentlemen, made an inspection of the schools supported by the government for educating the natives under the direction of Sheldon Jackson, of the Presbyterian Mission. The party came to the conclusion that as at present conducted the schools are of no practical value to the natives. Their idea of what should be done found expression in a fund for the purchase of an outfit for technical purposes, to be used at the Sitka school, and a determination to endeavor to have education in Alaska conducted on a secular basis with government funds.

THE Boston Transcript wants Chautauqua and educational conventions, but exhorts "the teachers and pupils of the land to avoid them as they would a pestilence, and let the circles and conventions be given up to those whose work at other times of the year has nothing to do with teaching, for to such these educational instrumentalities may prove a diversion as well as a help." Singular advice, certainly. How many would have attended the recent Chicago meeting of the National Association if teachers had remained away? Chautauqua has a strong hold upon people who have nothing to do with teaching, but summer schools would have few members if teachers should stay away from them.

THE publishers of the JOURNAL have during the vacation rearranged their offices; paper, paint, and new fittings make them exceedingly pleasant and cheerful. The editorial rooms have also been more than doubled in size. A large rear room on the first floor, with table,

chairs, etc., is arranged for the use of teachers who wish to meet their friends on Saturdays for consultation or pleasure. They sincerely hope that the convenience of access, and a large but select stock of teachers' books for school libraries will bring them many visitors.

A SMALL fire in the printing office where the new books to be issued September 1 by the publishers of the JOURNAL, will delay somewhat their issue. These new books are No. 2 of Reading Circle library—Fröbel; Currie's "Early and Infant Education;" Dr. Levi Seeley's Grubé Method of teaching arithmetic, and an entirely new edition, from new plates, of Payne's lectures on the "Science and Art of Education." Mr. Love's "Industrial Education" will be the first out—about September 15.

DR. PEASLEE, President of the Ohio State Teachers Association, was not present at its recent meeting, neither was Supt. Doggett, President of the superintendents' section; both having retired from the profession since the last meeting. Supt. W. J. White, of the executive committee, was also absent for the same reason. Are all of Ohio's leading teachers retiring from school-work? Let us hope for better things from the presidential state.

THE Illinois reading circle, under the able management of Supt. Gastman, is exerting a great influence in his state. We are happy to announce we have made arrangements to publish Supt. Gastman's "Outlines" in full in our pages. This will greatly aid teachers all over the country who are striving to lift themselves into a higher level. Good outlines of work are always helpful, and we guarantee that Supt. Gastman's will be first-class.

THE late Francis Gardner, long at the head of the Boston Latin School, used to say that "The only satisfaction in life is in being as saucy as you please."

EVERY grammar teacher knows that it is of the utmost consequence that the parts of a sentence should be kept well together. The boy who replied "I am not so much of a 'rascal' as your honor," added "takes me to be" when he saw he was going to be caught. Mr. Bonaparte, of Baltimore, has been quoted as saying that "Cardinal Gibbons is the first citizen of Maryland and the second citizen of the United States." But a different impression is conveyed when we learn that the rest of the sentence was, "upon whom the cardinalate has been conferred," which makes it harmless enough.

AN interesting story is told as happening last month to a pious young lady who taught Sunday-school at one of the Adirondack resorts. Her class of small boys were struggling with verses from the Bible, and one of them read with painful deliberation, "And Zacharias went up into the temple to burn incense." In the pause of astonishment that ensued a small hand went up: "Teacher?" "What is it, Thomas?" "Was he goin' to make a smudge to keep the black flies off the Temple?"

SCHOOLCRAFT in 1882, made an expedition in the headwaters of the Mississippi River. Having reached the head of the lake he asked of one of his party the Latin equivalent for "true," meaning "real," and was given *veritas*. He then desired the Latin for "head," and, being told it was *caput*, at once formed the combination *Itasca*, and applied it as a name to his new found lake, *veritas caput*.

A METHOD is not a way of doing a thing. This would be objective; but it is a fixed mental conception of how a thing should be done; founded on experience, reason, and a knowledge of environments, it is subjective. No teacher can or say "my method," for one can no more own a method than he can own the law of attraction of gravitation.

THE following definitions were found in the examination papers of a private school in one of our large Southern cities:

Sophister—One who sophies.

Evangelist—One who speaks from his stomach.

Siren—Pertaining to Syria.

Stably—Stables in general.

Muse—To cry as an infant.

Famine—Pertaining to the female sex.

Doxology—Dropsy in the head.



A TEACHER is responsible for his own mistakes.

BEGIN the reading of some standard educational book, and keep at it. Read one day and write out the next day what has been read. It will help memory and promote accuracy.

LAY out plans for the whole year.

VACATION over, joy begins.

SEPTEMBER is the educational spring of the year.

TEACH, don't hear recitations. It is poor business for an intelligent human being to be engaged in.

STUDY each child. He has special needs.

Don't make a child study what he doesn't like to study, but teach him to like to study what he must.

PROFESSOR S. S. PARR says that "the note-book is a failure." Good! "Make a note of that," says an institute lecturer. The note is made and then the note-book is eternally closed. Who is benefitted?

If an institute lecturer has taught a subject if his scholars have received clear percepts, and concepts of it—if they have analyzed it, and compared it with analogous subjects, then they have learned it. Let his troubled soul rest in peace. He has done one piece of work that is eternal.

ONE of the best institute workers in this country taught very little during one exercise. He was content. So were his pupils.

ONE of the worst institute conductors we ever heard gave an enormous amount of outlining, diagramming, and dictation at each exercise. He worked hard for little profit.

#### PERSONALS.

A young Princeton student named Truesdell, became exhausted while bathing at Asbury Park, New Jersey, on Monday, Aug. 8. Frank Williams, the bathing master, went to his rescue, but also became exhausted and was drowned.

Time has its revenges. A monument to Galileo has been erected in Rome, in front of the Medici Palace, on the Pincian Hill, where he was imprisoned, on which is this inscription, "Galileo Galilei was imprisoned in this palace for having seen that the earth revolves around the sun."

When showing the German emperor through his great iron works the late Alfred Krupp pointed out the very spot where, an ill-fed boy of ten years, he was glad to take from one of his father's workmen a piece of bread to appease his hunger.

Drs. Lammar and Lorria, of the Vienna Alpine Club, fell from a precipice in attempting an ascent of the Matterhorn. A party of explorers from Zermatt went to their rescue and found them alive, though mortally wounded.

STATE SUPERINTENDENT CHAPMAN told a reporter a few days since that the low salaries paid to school teachers in New Jersey is driving many of the best teachers out of that state.

CHARLES H. HAM, the northwestern apostle of manual training is strongly urged for the position of school inspector in Chicago. No better man in that city could occupy place, and it is to be hoped that he will be chosen.

MRS. STRAIGHT, for several years a teacher in Col. Parker's Normal School at Normal Park, Ill., has accepted a position as teacher of English and Literature in the High Normal School, Tokio, Japan. This school is directly under the patronage of the emperor, and graduates teachers for the other normal schools in the kingdom. Her engagement is for three years.

MISS MARY A. SPEAR for the past five years at the head of the department of practice in the Cook Co. Normal School has accepted the principalship of the Model School in connection with West Chester, Pa., State Normal School. Miss Spear won great success and reputation in the schools of Quincy, Mass. It is believed she stands very high among the primary teachers of this country. Her salary is understood to be \$1,500.

PROF. J. A. KITTLE, of the Kendallville normal, says many pithy things. Here is one:

"The 'New Education' in medicine teaches the doctor to allow his fever patient plenty of fresh air and milk. Under the old education I remember a poor little child sick with fever. The room was close and sickening.

The dear little child was only allowed a little slippery elm tea to quench its burning thirst. How the little bony hands would clutch at the saucer, yet it was only allowed two tiny little sips. I verily believed it died of starvation."

C. G. MARTIN, of Albany, N. Y., has sailed for Constantinople, having received the appointment of professor of elocution at Robert College.

ALBERT S. BOLLES, PH.D., has been appointed professor of political economy at Haverford College. Frank Morley, M. A., has been appointed instructor of mathematics in the same institution.

In the junior class of Colby University, five young women carried off the honors. The young men were prepared to take prizes in athletics.

WILLIAM H. COUNCILL, a Georgia teacher (colored), has made a complaint to the Interstate Commerce Commission against a Georgia railroad for refusing him first-class accommodation in return for first-class fare. Councill is a Democrat, but color is still stronger than politics, and his complaint has made him so unpopular that he has been forced to resign his place as principal of the State Normal and Industrial School.

EX-CITY SUPERINTENDENT PATERSON, of Brooklyn, will take charge of the Central Girls' High School at its opening in September. Associate Superintendent Wm. H. Maxwell has accepted the position vacated by Mr. Paterson.

MRS. JULIA M. DEWEY, of Hoosick Falls, N. Y., for several years the only woman superintendent of schools in this state, has accepted the appointment of superintendent of methods in the Rutland, Vt., schools. Her many friends in this state much regret her change. State Supt. Draper says of her that "she is always on hand at teachers' institutes and state and county associations, and is a progressive educational worker." Vermont may congratulate herself on her acquisition.

#### REPRESENTATIVE PENNSYLVANIA EDUCATORS.

DR. J. P. WICKERSHAM.

James Pyle Wickersham, LL.D., was born in Newlin township, Chester county, Pennsylvania, March 5, 1825. He was brought up on his father's farm, laboring and studying alternately until he went to the Unionville Academy, where he continued as student and teacher for several years. About 1842 he taught a common school, and in 1845 became principal of the Marietta Academy, where he remained for ten years. He relinquished the position in 1854 to accept that of superintendent of schools in Lancaster county, and shortly after assuming its duties he founded the Normal Institute at Millersville, out of which eventually developed the first normal school in the state, and in fact the whole normal school system as it exists to-day. In 1856 he resigned the county superintendency and became principal of the school he had founded, making it one of the most flourishing institutions of the kind in the country. After remaining at the head of the normal school for ten years, he accepted the position of state superintendent of the common schools of Pennsylvania, which position was tendered him by Governor Curtin, in 1866. He remained at the head of the state school department until 1881, a period of fifteen years, serving under Governors Curtin, Geary, Hartranft, and Hoyt. During this period he was repeatedly offered high positions of an educational character in other states; and when elected president of the Argentine Confederation, South America, D. F. Sarmiento offered him the position in his cabinet of Minister of Education. Thinking it was his duty to remain in Pennsylvania, he declined the offer. Dr. Wickersham was one of the founders of the Lancaster Teachers' Association, and also of the state and national associations, and was among the earlier presidents of each of these bodies. He was also twice elected president of the National Department of School Superintendents, an honor accorded to no other educator. Dr. Wickersham has written many papers on educational topics, some of which have been accorded deserved praise in foreign countries as well as at home. He is the author of three books. His "School Economy" and "Methods of Instruction" are largely used in the normal schools of America and Europe, and have been translated into the French, Spanish, and Japanese languages. The most important and elaborate of his works is a "History of Education in Pennsylvania," a work which represents a vast amount of unwearied re-

search, and one of the most unique of its kind in the English language. At the request of Governor Curtin, he prepared the original bill providing for the establishment of the Soldiers' Orphan Schools, and from 1871 to 1881 the entire management of these schools was entrusted to his hands by an act of the legislature. From 1870 to 1881 he edited the *Pennsylvania School Journal*, the official educational periodical of the state. In 1863, just before the battle of Gettysburg, he organized a regiment of soldiers and marched at their head after the retreating enemy to the Potomac river. During President Arthur's administration he served as United States Minister to Denmark, but after a short residence in Copenhagen, he resigned, owing to ill health. Dr. Wickersham is also a business man, as may be indicated from the fact that he is president of an extensive printing establishment at Lancaster, a director in the Gas Company, Farmers' Bank, and Improvement Company of Lancaster; a member of the Board of Trade; president of the Linnean Society; vice-president of the Historical Society; vice-president of the Board of Trustees of Franklin and Marshall College, and of the Children's Home; a trustee of the Polytechnic College of Pennsylvania, National School of Elocution and Oratory, State Hospital for the Insane, and a member of the Lancaster City Public School Board. Dr. Wickersham is a man of splendid abilities and exalting, noble work. Perhaps no American educator has had such shining versatility of talents; and in all that he has done, he has sought to lift life by a lofty purpose.

#### GEOGRAPHY—WHAT TO TEACH IN OUR ELEMENTARY SCHOOLS.

By PRIN. CHARLES S. DAVIS, Saratoga Springs.

I once heard Horatio Seymour say in substance before a body of teachers that his idea of a talk on geography was as of one taking a journey, but who turns aside here and there to sit in the shadow of some grand old tree, to listen to the carol of birds, to the murmur of the breeze, or to refresh himself at a bubbling fountain. In this paper I shall, with your permission, avail myself of this privilege to turn aside now and then into the little retreats that lie along the line of my subject, and which, to me, seem justly to form part of it.

#### A STANDARD OF GEOGRAPHICAL KNOWLEDGE.

In examining the literature of geography we are confronted with the remarkable fact that nearly all writers on the subject have left the reader to form his own opinion as to what is a fair amount of geographical knowledge. Geography has been taught in the schools of Europe for more than a hundred years, and yet neither there nor in this country is there any recognized standard of geographical knowledge. Educators are not agreed as to what the average boy or girl ought to know of this subject before laying it aside. No doubt it should vary beyond a certain point with different individuals, but for all who lay any claim to scholarship there should be a minimum standard, to say the least, if the study should be pursued at all. It of course goes without saying that this standard should belong to, and should be reached in the elementary schools.

The course required to reach such a standard should manifestly include the essentials of geography, and when I say *essentials* you will not infer that I mean a little rambling, neighborhood knowledge, which, for the sake of the knowledge itself, I hold to be scarcely worth the getting. Indeed, I believe that the child whose most impressionable years are frittered away in learning the geography of some one-horse country place, is robbed in his helplessness and innocence by one who, for his offense, should serve the state in another capacity.

#### LOCAL GEOGRAPHY.

By giving undue attention to local and so-called county geography, we unwisely teach the child what he will eventually know, not because of us, but in spite of us, and this at the expense of more important geographical knowledge, which the child may never have unless he learns it while in school.

I am well aware that many teachers believe that this oral study of county geography accomplishes great things, and I am also aware that while they believe this and find themselves sustained in that belief by popular opinion, they will not trouble themselves with the other side of the question. Let it be understood here, however, I have no quarrel with local geography when studied for a right purpose. On the contrary, I believe in this study under right circumstances and to a proper



extent. But I earnestly protest against its being aimlessly taught for months in the name of a culture which it does not to any perceptible degree promote. Those teachers who make local knowledge the object and end of local study lose sight of the true purpose of their work, and thus largely defeat its aim. Local geography should be included as a part of the course in elementary schools so far as it is useful in teaching the child to read maps. Beyond this, and its use in furnishing objective illustrations for a small number of geographical terms, it is, as before remarked, scarcely worth our attention. And in many respects, even for the purposes named, its long continued and careful study is almost useless. Oftentimes the only section which the child can visit is so small and lifeless compared with other parts of the world, that it affords no reasonable standard of comparison, and very often it does not in any degree represent any other place under the sun.

How are the magnificence and beauty of the mountain region to be explained and illustrated by anything in the home surroundings of a teacher in the lowlands of the Carolinas? To what part of the neighborhood in Sarasota Springs shall the teacher take his class to illustrate the grandeur of Niagara, or the scenery along the Hudson? To what, amid their own surroundings, shall the teacher whose pupils daily gather around him in that splendid mountain knot at Lynchburg in Virginia point them as illustrating the boundless prairies of the far West? By what little stream do you at home illustrate the mighty Mississippi, and in what local gulch do you point out to your pupils the incomparable grandeur of Yosemite?

I understand clearly the position I take here. I seem to repudiate the educational common-place that geography should begin at home—a principle, by the way, more frequently assented to than acted upon. The superficial will declare that in this I unconditionally oppose the doctrines of Pestalozzi and Carl Ritter, which in Europe have stood the test of nine decades, and which in this country are preached and practiced by some of the best educators of our own day. But I do nothing of the kind. I simply oppose the misconception, the misapplication, the abuse of the principles laid down by them. As now applied, I hold these doctrines to form but a mass of weedy sludge, swept upon us by the new education's tidal wave.

I believe in local geography. I hold that it should be an important factor in the early education of every child.

#### POWER TO INTERPRET MAPS.

I believe that the geography of the places which the child can visit should be made, as far as possible, the means whereby he may correctly interpret the geographical representations of the places he can not visit. When the child has learned to do that, by local study, or by other means, the best possible foundation for subsequent geographical knowledge has been laid; for ability to interpret maps is at the bottom of all success in getting a knowledge of geography. When a child has been taught to read correctly all that is expressed on maps, to translate by the loftiest exercise of his imagination, representations that are minute and dead, into living realities upon the grandest scale, you can show him the whole world in an hour, and give him a better idea of its topography and landed outline than he could get by years of reading and travel. Many will dispute this, and say that the geography of a place is better understood by seeing it. Well, perhaps so, but let us see. A cape is a point of land extending into the water. Cape Hatteras is a point of land extending into the Atlantic ocean, and it ought to be easily seen, and yet were you to go there and walk up and down that low, sandy shore, as I have done, you would find it wonderfully hard to see the point. There are a great many things in this world too large to be seen, and Cape Hatteras is one of them. You can see it and understand it much better on the map.

#### LESSONS FROM A GLOBE.

Instead of passing from neighborhood geography to that of the county, I would give the child some lessons from a globe. I would teach him about the axis, the poles, the equator, the tropics, and zones, being careful not to teach too much. Passing from this to the grand divisions and oceans, as represented on the globe, I would have the child know them by their forms, and locate them with reference to the equator, and with reference to each other. Impress it upon the child that these things represent the entire world. Children will take an interest in this, and be proud of their accomplishments. They will go home and tell their fathers and mothers, in moments of childish confidence, that they

know how far it is around the world, and through it, and that they know the names of the continents and the big oceans.

#### OUTLINE MAPS.

At this point, the child should learn what relation a map holds to the whole earth. To show this, take a simple outline map of some grand division, say Africa, of the same size as Africa on the globe. Place both map and globe side by side before the class and thus lead them to see that a map represents part of the surface of the globe—part of the surface of the earth. Now locate on your map a mountain range, a river, a city, a neighboring island. If possible, name those the child has heard of before; for children love to get definite information in regard to those things about which they already know a little. Tell the children that camels and elephants and lions come from Africa, and you will find them wonderfully interested. The secret is this: the child knows about these animals. He has seen them, and it awakens his interest in the places under consideration to learn that these creatures really dwell there. Now, if the teacher has life, and vim, and tact, and patience, and perseverance, and knowledge, wonders may be accomplished in making that outline map suggestive of all that characterizes the country which it represents. If the study is South America, tell of the plains of the Orinoco, with their peculiar vegetation, and the strange people who dwell there and build their houses in the trees; of the grand forests of the Amazon, richer in gorgeous flowers and rare fruits, and monkey-life, and plumage birds, than any other region on the globe; of the great, grassy plains, with their millions of cattle and horses, to the southward; of Brazil, with its diamonds and its coffee; of Peru, with its silver mines, and earthquake shattered cities; of the glorious Andes, with that long line of flaming beacons, whose mysterious watchfires never forget to burn, and in whose ruddy light the eagle and the condor spread their wings, and upward mount in endless glory revelry.

You may stop now, if the lesson is done, but the work goes on; for you have aroused that divine faculty which in a child ever swells responsive to a master's call. You have led your pupil to one of the intellectual heights of childhood, and from that eminence pointed out new regions, and set him to peopling them with creatures that really dwell there. You have taught that child to use his imagination, and to give to what otherwise were but "the airy nothing" of his thought, a local habitation and a name.

#### THE ESSENTIALS OF GEOGRAPHY.

The essentials of geography must include not only a complete and harmonious arrangement of the related facts of earth-knowledge, but a fair conception of its unalterable and abiding laws. They must include those things which properly belong to the beginning of geography regarded as a great work, those things which, if once mastered, will impel the student to continue that work after school for him is done.

These essentials must also include all that is necessary to give strength, and clearness, and organization to that promiscuous mass of geographical facts which come to us from books, newspapers, pictures, and conversation, from school days until the close of life. The idea of this course is based on the mastery of a few great geographical principles, which shall seem to expand and grow, and blossom in the learner's maturing years, while it discards the endless detail which only taxes memory in youth to betray it in manhood.

I hold these essentials to include, among other things, a knowledge of the earth's form and size; its motions on its axis and around the sun; its division into zones by circles and into irregular climatic belts by isothermal lines; the distribution of land and water, and the separation into continents and oceans; something of the position, size, boundaries, surface, climate, productions, and people of every land; something of the world's political divisions and their governments; something of the origin, location, and size of the great cities; something of the occupations of mankind, as influenced by their geographical surroundings; much in regard to the great natural and artificial lines of trade and travel. This course would perhaps include some things whose use and significance the pupil would not at the time fully appreciate; but, nevertheless, I would teach them, for in this subject, I think it wise to store the youthful mind with some true and matured forms, to which a growing experience may be required to give greater meaning. If I neglect to teach fixed principles because the child can make no use of them to-day, I am a quack. If I teach for present results only, I am a humbug. The

seed planted to-day would be worthless if dug up next week. The farmer plants for the future. So should we. It is not the teacher's business to put wise heads on young shoulders, but to see that the heads shall be wise when they come to stand on old shoulders. Our business in the school-room is not to make smart boys, but put the boys in a way to become useful men.

Forgetting this, our instruction becomes childish, a thing to avoid by teaching children much as we would teach older people. Store their minds with big truths. Their heads will stand the pressure, and their mental constitutions will thrive under it. Most boys in our public schools seem to have brain enough to keep abreast of men in the vices of the street, and these boys are keen and apt pupils in the school of wickedness, because it is the only school in which they are taught to do things as men do them. When these boys go to school, they are talked to much as if they were kittens or parrots. They are "deared" and "darlinged," and sometimes kissed, until they feel as if they must go out in the back yard and swear, and fight, and pitch pennies, and smoke, to prove that they are not baby girls.

Dr. Stearns tells of such a boy, who was asked on his return from school, "What are you studying, Charlie?" "Ain't studying anything." "What! don't you learn anything at school?" "Oh, yes, I'm learnin' a heap 'o what I allers knowed." Just so. In getting down to the child's years we fail to come up to the child's experience. And so in teaching him geography we often obscure his intelligence, and tax his good nature with a world of cant called "developing." The facts of geography are plain facts, and they should be taught to the child in a plain way. This knowledge has no occasion to be elaborated or perfected by any mysterious process of incubation.

Again, the essentials of geography should be comprehensive enough to lay a good foundation for history. The geography of the elementary school should prepare the pupil to see that man's condition in life, his habits, his customs, his government are largely determined by the physical condition of his native land. The relation of the natural features of a country to its government is illustrated by the rich alluvial valleys of the Tigris and the Nile, whose slavish inhabitants were ever the willing subjects of a despot. And again in little Switzerland, whose spirit of liberty was born in the shadow of the Alps, and which yet lives personified in a Winkelried and a Tell. So, too, the geography of our own Atlantic slope implies many things which characterize the American people. Their spirit of independence and love of liberty grew out of their struggles in the conquest of the wilderness. For nearly two hundred years they waged constant warfare with primeval forests, wild beasts, and savage men. The patriot soldiers of Greece and Rome who won fame on a hundred glorious fields were never trained in such a school of hardihood as the New England hills and the wood-crowned Alleghenies furnished us. Our Bryants, our Websters, our Fenimore Coopers, our Henry Clays are in some degree the children of our country's geographical sublimity. The sounding shores of her mighty inland seas echo it. Her grand old mountain peaks, whose summits are ever wet in clouds, tell it to each other, while her great rivers all carry the same message on their restless bosoms to the sea.

#### IMPORTANCE OF GEOGRAPHY.

Geography demands a more important place than it has ever yet had in our elementary schools for the sake of its culture value. Its fundamental relation to other branches of knowledge, and especially to the current literature of the day, makes it an important element in our estimate of what a man knows.

Its relation to the social and political affairs of our country demands for geography full and accurate knowledge as well for intelligent voting as for wise statesmanship. We are citizens of a republic. We govern ourselves. When the boys who are at the desk to-day reach manhood they must manage the affairs of a ship of state carrying two hundred million passengers, according to the settled laws of our increase. Every man who is to have a hand in such an enterprise as that must know not only the size and location of his own ship, but of other ships as well, to avoid collision and disaster.

There will, no doubt, long be a dispute as to where geography stops and its related branches begin; but we can all agree, I think, that its essentials for the elementary school should include everything of place necessary to localize, without effort, the facts of current reading, as well as those of history and geology, and various other branches which belong to the secondary school.



## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### THE FIRST DAY OF SCHOOL.

By PROF. J. W. MOYER, Jersey Shore, Pa.

1. Be on hand promptly.
2. Open school exactly on time.
3. Don't talk too much.
4. Organize and work at the same time.
5. Take a class roll.
6. Learn names by having pupils write them.
7. Let each student select his or her own seat.
8. Don't say too much about order.
9. Don't punish unless absolutely necessary.
10. Don't lay down "the law."
11. Take frequent intermissions.
12. Do not tell tales out of school.

Facts from experience suggested by notes:

An hour before time is generally enough, but at any rate be all ready by school time.

If you want your pupils to be on time, set them a good example.

Neither praise nor ridicule your predecessor.

There is no use to say much about what you are going to do; the duller can determine that from your start.

Get pupils at work from the very start and you will have little trouble.

Let them select their own seats, but reserve the right to change at any time for any cause.

If you want the boys to have a natural desire to get into all the mischief you can think of, lay down half a hundred rules covering the same.

Take at least two intermissions each half day; it has probably been several months since they had to sit quiet for so long a time.

When you leave the school-room leave the failures, falterings, short-comings, and misdeeds behind you, and the pupils will honor and respect you for it.

### TEACHING DEFINITIONS TO BEGINNERS.

The difficult words of the lesson are selected and written on the board, and the children asked to use each word in a sentence. This the children love to do. If they come to a word they do not know the meaning of, you can soon tell it by their perplexed faces. Then hasten to enlighten them, but do not tell directly, for that takes away the pleasure of finding out for themselves, and children are soon discouraged when they are told everything. You must make the meaning clear in some other way. There are various ways of doing this; sometimes by using the word in a more simple sentence than that in which it occurs; always by associating it with something the child is acquainted with.

One day a little boy in my second reader class read the sentence, "One day Frank spied a gay butterfly," etc. "What does that mean, George?" I said. George looked at the picture, and said he thought it meant that Frank chased the butterfly, for he was running after it. Then I said, "Let us look around the room, George, and see what we can spy." "Oh, I spy a fly sailing around, in the corner over there!" "Do you spy it, George?" George's eyes brightened. He had caught the meaning, and it was clear in his mind that when Frank spied the butterfly, he saw it.

After each word has been illustrated, the class is asked to write sentences on slates, using the same words, and it is very seldom that a mistake is made in using the words. Some simple way of illustrating the meaning of these puzzling words which so discourage the little folks, can always be found.—L. SHAW.

### FIRST STEPS IN NUMBER.

After the child has been made thoroughly at home in the school-room, the teacher should ascertain by careful and repeated tests, just what it knows of numbers. "Bring me so many blocks." The teacher holds up each time the number. "Show me so many." "Touch so many." "Make so many marks upon the blackboard." "Take some blocks in your hand." "How many have you?" This question is the first request for a sign of number. Then may follow the directions, "bring," "show," "touch," "make" three blocks, three marks, etc. "How many hands have you? arms? legs? feet?"

noses? eyes? ears? mouths? chins?" "How many fingers have I on my hand?" "Now how many?" "Clap your hands three times." "Stamp three times." "Open your mouth three times." "Shut your eyes three times."

These questions indicate something of the way a child's knowledge of number should be tested. The exercises, for a time, should not be continued more than three minutes.—F. W. PARKER.

### THOUGH, THROUGH, THOUGHT.

I find little folks need especial drill on certain words, as: though—every—where—there, &c. I write upon the board the word *though*, under it the word *thought* (writing the last *t* in colored chalk). Under *thought*, I write *through* (writing *r* in colored chalk): in that way pointing out the difference in those three words. A little time spent in this way will make an impression upon the child's mind, that such words may no longer trouble them.

A. E. V.

### OBJECT LESSON—FINGER-NAILS.

FOR ALL GRADES WHO NEED IT.

**PURPOSE.**—To teach children the proper care of the nails; that when cared for they add to the beauty and the usefulness of the hand; that an uncared-for nail is a repulsive object, and is the surest index of a careless, unrefined person.

1. **POSITION.**—At the end of the fingers. How many? Why placed there? Bring out that the nails are hard, and the ends of the fingers are soft and pulpy; they, therefore, protect and aid in picking up small things. If bitten off, they are not able to perform these offices.

2. **APPEARANCE.**—Smooth, glossy, color varies. At the root, white; in the body, pink. What makes it so? At the end, whitish. Shape is curved, fitted to the finger, bent in at the sides.

3. **GROWTH.**—How inserted? Often the skin peels off at the place of insertion; causes pain. Nails grow from the roots. They must be pared. Why? They are unsightly.—to prevent them from breaking.—they are sharp, and if long, are likely to injure others. Do not pare too short. Why? What is meant by cutting "to the quick?"

4. **CLEANLINESS.**—Dust easily gathers under the nail, is moistened by perspiration; nail is semi-transparent, and thus it has a blackened appearance. How shall nails be cleaned? Give simple directions; also describe a manicure set.

### THE FLOWER-VASE.

Arrange for four columns to be placed on the board, column No. 1 to be headed, *Names of Flowers*; No. 2, *Shape*; No. 3, *Color*; No. 4, *Scent*.

The entire recitation may be conducted by the pupils. A child takes his position in front of the class, the teacher standing at the board, crayon in hand, ready to write the answers. The child-teacher asks: "What flowers would you like for our flower-vase?" "I would like some wild roses." "I would like some lilies," etc., etc., the children replying individually, until a dozen or more flowers have been named. The question is then asked, "What shape are the flowers you would like?" "Wild roses are rose-shaped," etc. "What color are the flowers you would like?" All give the color of the flower they have named. Then, "What can you tell about the smell of these flowers?" closes the recitation.

The blackboard exercise appears as follows:

Names of Flowers.	Shape.	Color.	Scent.
Wild Roses,	Rose,	Pink,	Fragrant.
Lilies,	Lily,	White, Yellow,	Very fragrant.
Pinks,	Pink,	Red, White,	Very fragrant.
Morning-Glories,	Funnel,	Red, White,	Fragrant.
Mustard Blossoms,	Cross,	Yellow,	Not fragrant.
Ox-eyed Daisies,	Strap,	White and Yellow,	Not fragrant.
Snapdragons,	Lip,	Purple,	Not fragrant.

### A DEVICE IN NUMBER.

**OBJECT.**—To give pupils exercise in number, and to lessen the labor of correcting. I procured some cards, size about 6 or 7 inches by 2 inches. On one side of these cards I wrote a number of figures to be added, and sometimes to be subtracted. Here is a sample:

6 inches.

3 + 4 + 7 + 2 + 3 + 2 + 4 + 0 + 5 + 6  
4 + 3 + 7 + 2 + 1 + 5 + 6 + 3 + 0 + 0  
5 + 7 + 1 + 6 + 4 + 2 + 3 + 5 + 7 + 5 + 2 + 3 + 1

Six lines of figures are written on each card, and in such a manner that the first and the last figure in the row, read together, will be the correct answer, as in the sample-card. The first row begins with three and ends with six. Then 3, the first figure, and 6, the second figure, read together, makes 36 the answer.

R. B. RAY.

### A FEW PRINCIPLES IN SPELLING.

If we misspell a word our brain picture of it is defective. We must think the word right.

The foundation of spelling should be the reception in the brain of forms, not sounds.

All primary spelling should be by copying words. Every word, every sentence taught in the primary class should be copied from the blackboard on the slate, and then read from the slate.

Never have one word written incorrectly if you can possibly avoid it.

Teach only those words your pupils use in language.

Teach words at first, both separately and in sentences.

Teach the most used words first.

The meaning of a word can only be taught by using it in a sentence.

Never teach the spelling of a word, the meaning of which is not understood.

### MORAL LESSONS SUGGESTED BY A PIN.

1. *Want of a Head.*—Describe a pin—bright, straight, long, pointed, but headless; therefore of but little or no use. Describe a boy—sharp, active, with hands and legs, but who acts as if he had no head. All the good things we have are of no use to others unless we use our heads.

2. *A Crooked Pin.*—Describe one. Try to use it; difficult to do so. When in, often comes out. Cannot be depended on. Describe a person of crooked ways. Never knows his own mind. Cannot be depended on. Is not straightforward. Put no trust in a person of crooked ways.

3. *A Rusty Pin.*—When the shaft is rusty, it is hard to get it through anything; it requires more force. The same with a rusty or crusty person. He finds it hard to pass along, does not get along smoothly. He is crabbed, sour, self-willed, will have the last word. We might call him a rusty pin.

4. *A Bright Shaft, a Strong Head, a Sharp Point.*—Pleasant to look at, and does its work easily. So with a bright, genial, good-humored, willing boy.

### MIND PICTURES.

**OBJECT:** To cultivate imagination, and give exercise in language.

Tell pupils to close their eyes while you read to them; then when you have finished, ask them to tell or write what they saw with their "mind's eye." Read slowly.

1. "I think I see a book. It is a new book. It has bright green covers. I see a good many pictures in it. The title of the book is 'Robinson Crusoe.' It is printed in black letters."

2. "I think I see a pond. A boat is on the pond. A boy and a girl are rowing the boat. The girl has on a large, straw hat. Her doll is in her lap. The grass is green on the shore of the lake. Some flowers are growing in the grass. I think it is a pleasant day. The sun is shining. The boy and the girl are having a good time."

### BEGINNING GEOGRAPHY.

Lead pupils to a childlike conception of the earth as a great ball moving in the air, lighted by the sun, with a surface of land and water. Address their imaginations, making "word-pictures."

**Illustrations:**—A ball tossed into the air.—A balloon in the air.—Birds in the air everywhere.—Boys in other places flying kites.—Air all over the round earth.—A picture of a globe floating in air.—The evening star, another earth.—The moon, a small earth.

**Illustrations of shape:**—Beads, marbles, balls, oranges, and the globe, for form only, not for shapes of land and water until preparation for the use of maps has been made,—alike in shape,—different in size.

**Illustration of the flat appearance.**—Horizon.

**Illustration of size.**—If a horse-car track could go around the earth; time to ride around once; more than half a year, going night and day.

**Illustration of the two motions.**—Let one pupil stand for the sun; another pupil carry the globe round him



rotating it all the time. Results.—Day and night.—Year.—LUCRETIA CROCKER.

#### WORD OR NUMBER GAME.

The promise of a word or number game to all who have perfect lessons, is one of the best incentives for a good recitation. I write upon stiff paper (cut in squares), words used in reading lesson, and place them upon the counting table. The pupil who fails to pronounce the word he has drawn, must wait his next turn. The one who has the greatest number of words, of course, wins the game. In the same way, play the number game.—ANNA E. VAIL.

#### THINKING EXERCISES.—JUDGMENT.—III.

A judgment is a conclusion arrived at by the comparison of two ideas. In order to form correct judgments, there must be clear ideas already in the mind. Water may be made the subject of a series of exercises for the judgment. The following conclusions may be formed by the pupils:

Water is a liquid.  
Water is transparent.  
Water is incombustible.  
Water is inodorous.  
Water is tasteless.  
Water is solvent.  
Water is evaporative.  
Water is crystallizable.

Before either of these judgments can be made, each term of the judgment must be clearly in the mind of the pupil. The term water is already so, but the terms liquid, transparent, &c., will probably not be. The first step, then, is to see that the pupils form clear concepts of these qualities. Two or three of these may be formed in succession at one lesson. An attempt to form too many will lead to confusion.

#### ILLUSTRATING ADDITION AND SUBTRACTION BY MEANS OF TOOTHPICKS.

On the table are hundreds of wood entooth-picks, some in bunches of 100 and of 10, and some separate as units. After simple questions, which create an interest, the class is told to add:

1 2 2  
2 3 1  
1 2 2  
3 2 4

The boys work it with tooth-picks thus:

II  
II  
II  
IIII

These are easily added, as no column foots over 10. But here is a harder one:

3 4 6  
5 3 5  
2 4 8

The boys do it thus:

IIIIII  
IIIIII  
IIIIIIII

Adding the units, they have 10 and 9 over. Putting a band around the 10, and placing it in the tens' column, they have 9 units left. Counting their tens, they find (including the one carried over), 12 tens, 10 of which they fasten together as a hundred package and place it in the left-hand column, leaving 2 tens in the middle. With this added hundred, they count 11 hundreds, so that the picks lie thus:

IIIIIIIIII  
IIIIIIIIII

Here is one in subtraction:

6 2 6  
2 3 9

IIIIIIIIII  
IIIIIIIIII

As the pupil cannot take 9 from 6, he borrows a ten bunch from the upper row, pulls off the band and adds 10 to the 6 units. Counting he finds 16. Separating 9 from 16, he has seven left. Next column, 3 tens from 1 ten cannot be taken; 3 tens from 11 tens (borrowing a hundred bundle) leave 8 tens. Then 2 hundreds from 5 hundreds leave 3 hundreds.

#### STEMS.—III.

[CONTINUED.]

BY FLORA NRELY.

SPECIMENS.—Smooth and rough stems, some divided into branches, rattan, the plume.

ARRANGEMENT.—Children notice that some stems are simple, others are divided into branches; that the branches are also divided. The arrangement varies, sometimes the stems are *opposite*, sometimes *alternate*, and again (as in the pine), they form rings around the trunk; that some branches are *erect*, in the willow *pendant*, and in the oak nearly at right angles with the trunk. Explain that the branches, as they grow older, form a more open angle.

GROWTH.—Show the plume of the embryo. Teach it is a bud, and as it grows it bears this bud at the summit; it is called the *terminal* bud. Other buds appear on the sides of the stem; these form branches. Call attention to the *joints* where the leaves come out. Tell the class that these joints are called *nodes*, and the parts of the stem between are the *internodes*.

DIVISIONS.—There are two divisions of stems, those which grow *externally*, and those which grow *internally*; the first having the wood arranged in layers, the oldest being in the centre of the trunk, the new forming the outer layer. Examples, forest trees, and most herbaceous plants. They are called *exogenous*. They spring from seeds with two *cotyledons*, and are therefore called *dicotyledonous*.

The second division comprises those in which the new fibres are formed in the centre, and the wood is pushed out. They are called *endogenous*. The seeds have but one cotyledon, and are called *monocotyledonous*.

USE.—The use of the stem is to support the branches, leaves, and flowers, and to convey to them, by means of little tubes, the food that the root absorbs from the earth. It also, by means of other tubes, conveys back to the root the juices that have been changed in the leaves.

#### A LESSON IN NUMBER.

BY M. M. HILLEARY, Cumberland, Md.

A class of twelve little boys and girls are before me. It is their first lesson in the division of odd numbers.

Their eyes become brighter still, if that were possible, as the monitor, quietly and quickly, passes to each a bundle of many colored sticks, that are held together by rubber bands. The children remove the bands, and place the bright sticks upon their desks, waiting eagerly to be told what they are to do.

"Now, children, show me three of your sticks."

Immediately each child holds up the number required.

"That is right. You may place them at the top of your desk."

All put them in the proper place.

"Let me see if you can show me two of those sticks?" This is done.

"Clarence may tell me how many sticks remain at the top of his desk."

"There is one left at the top of my desk," answers Clarence.

"Robbie, can you tell me how many times you have shown me two sticks?"

"I showed two sticks one time," Robbie replies.

"Bessie may give me two of her sticks. How many times can you give me two sticks?"

"I can give you two sticks one time," comes the ready answer.

"How many times one remains on the desk, Laura?"

"One time one."

"Now you may all place your three sticks in a row upon the desk."

This is done promptly.

"You may now separate them so that you will have two sticks in one place, and one stick in another."

The little fingers soon make the division asked for.

"Albert may tell me how many times two in three."

"In three there is one time two."

"Clara, can you tell anything more about the number three?"

"Yes, Miss; there is one time two, and one in three."

Continue in this way with the succeeding numbers 5, 7, 9, etc.

Draw out by careful questioning the children's own ideas. Let them answer in their own language and prove, by the use of their objects, that what they assert is true.

Let them have perfect freedom in thought, movement, and expression.

Later on, place upon the board the following:

How many 2's in 3?

How many 2's in 5?

How many 2's in 7?

How many 2's in 9?

How many 2's in 11?

When examined, the children's slates will look like this:

How many 2's in 3?  $3 = 1 \times 2 + 1.$

How many 2's in 5?  $5 = 2 \times 2 + 1.$

How many 2's in 7?  $7 = 3 \times 2 + 1.$

How many 2's in 9?  $9 = 4 \times 2 + 1.$

How many 2's in 11?  $11 = 5 \times 2 + 1.$

#### DIFFERENT WAYS IN WHICH PLANTS MAY BE PROPAGATED.

BY ANNA JOHNSON.

Several weeks previous to the lesson have the children plant seeds in pots or boxes; take slips from geraniums or other plants that slip easily, and place some in sand, others in water; take begonia leaf and cover portions of it with earth.

At the time of the lesson, in addition to these specimens the children prepared, have a sprouted potato; bulbs that have not been separated from a cluster; myrtle, or any running vine that shows roots along the stem; and a large root of any plant that can be divided.

Show the sprouted seeds, and have the children tell from what the little plants grew. Pull up some of the plants, and let them see the seeds still attached to the roots. Show the roots the slips have made, both in the water and sand; also the roots formed on the leaf. Let them examine the stems of runners to notice the many roots along the stem. Have them find all the places in the potato that have sprouted. Break off the little bulbs from the cluster, and show the buds ready to grow. From cuts, or on the blackboard, explain the process of grafting, and tell the reasons for using it. Show how layers are placed in the ground.

Blackboard lesson:

Plants may be propagated from	Seeds.
	Slips of stems,
	Slips of leaves,
	Runners,
	Buds, or eyes,
	Bulbs,
	Layers,
	Dividing root,
	Grafting.

All plants may be raised from seeds. All the annual flowers, grains, and most of the vegetables are raised from seed.

Geraniums, fuchsias, and most green-house plants, may be raised from slips.

Begonias can be raised from leaf slips.

Myrtle, strawberry plants, and creeping vines, can be raised from runners.

Blackberry bushes and grape-vines can be raised from layers.

Potatoes and Madeira vines grow from eyes, or buds.

Gladioli, tube-roses, onions, hyacinths, and tulips grow from bulbs.

Lilacs and other bushes may have their roots divided to make separate plants.

Trees may be grafted. The graft will grow the fruit of the tree from which it was taken.

#### HINTS AT THE OPENING OF A SCHOOL.

TOPICS FOR DISCUSSION AT TEACHERS' MEETINGS.

1. How to teach rapid counting.
2. Drill tables: kinds, value of, how used.
3. How much is necessary to teach in arithmetic.
4. How to teach fractions—addition, subtraction, multiplication, division.
5. To what extent should the text-book be used?
6. Grube's method.
7. The Quincy course of study in arithmetic.
8. Neatness, accuracy, rapidity; how secured?
9. In what respects do new educational methods modify old arithmetical methods?
10. What is the meaning of "mental" arithmetic?
11. A class exercise in percentage.
12. Class exercises in combinations of numbers from 1 to 35.
13. Should grading depend upon arithmetic examinations alone? or should a pupil be promoted if good in everything but arithmetic?
14. Comparative value of text-books. How they should be used.



**BULLETIN-BOARD.**—Have a bulletin-board in the school-room, or in the hall, on which may be posted notices. Newspaper clippings of stories, news or humorous anecdotes, may be pasted on the board, which will prove a source of interest, quiet amusement, and profit to the pupils. A brief summary of each day's news could be thus posted, and the pupils questioned on this.

—School Devices.

### THINGS OF TO-DAY.

The "proclamation" of the National League renders most of the Irish members of parliament liable to imprisonment for belonging to a criminal organization.

A contract has been let for the construction of a statue of Liberty for San Francisco harbor.

An investigation is in progress relative to the alleged use of money by the Pacific railway managers to influence legislation.

Two New York Stock Exchange seats have been sold for \$30,000 and \$21,000, respectively.

A heavy rain and hail storm did considerable damage at Pana, Ill., August 14.

There are one hundred and twenty-seven less saloons in Minneapolis than last year.

Several hotels and pavilions at Asbury Park were struck by lightning, August 20. A number of people were injured.

The Russians have firmly established themselves on one of the plateaus of the Pamir, a range of mountains that walls in Tibet on the north.

A telegram from Venice states that all the gondoliers in that city are on strike.

The troubles between United States and Canada fishermen still continue.

Jacob Sharp's physical condition is said to be growing steadily worse.

The labor party, in convention in Syracuse, decided to exclude socialists.

The Scotch cutter *Thistle* arrived in New York after a sail across the Atlantic.

A train on the Baltimore & Ohio railroad was thrown from the track at Washington. The engineer was killed, and a dozen or more of the passengers injured.

Emperor William is still very sick, and has been ordered by his physicians to remain in bed.

A syndicate has been formed with an immense capital, the object of which is said to be the making of Peru a British colony.

Mr. Gladstone says the recent elections show that the day of triumph for the Irish cause is fast approaching.

Queen Victoria has acknowledged President Cleveland's congratulations in behalf of the American nation on the occasion of her jubilee.

A battle monument corner-stone has been laid at Bennington, Vt.

The emperor of Austria has become a life member of the Goethe Society.

The transatlantic steamship *City of Montreal* was burned when five days out of New York.

Mr. Powderly, general master workman of the Knights of Labor, designates the late attempts to corner wheat and coffee as "gigantic schemes to rob people under the shadow of laws which fail to punish gambling in the necessities of life."

Russian emissaries are credited with instigating the recent rebellion against the Ameer of Afghanistan.

Prince Ferdinand, in accepting the crown of Bulgaria, has received no encouragement from any of the great powers.

A fire in Pittsburg caused a loss of about \$1,000,000.

New Mexico has declared a cattle quarantine against several states, on account of pleuro-pneumonia.

Efforts are being made to introduce electric motors on the New York elevated railroads.

It is stated that the crops are not as seriously damaged as was feared. Coupled with this, comes the intelligence that trade is becoming brisker, with prospects of still greater activity.

Alphonse King, a Frenchman, crossed the Niagara river just below the Falls, August 14, on a water bicycle.

Revs. Jones and Small, the evangelists, have been conducting meetings at Round Lake, N. Y.

There is much suffering in Newfoundland on account of the failure of the fisheries.

Dr. Cyrus Edson, of New York, is preparing a report concerning unwholesome and deleterious food.

### FACT AND RUMOR.

W. D. Powell, formerly of Burkton, Tenn., has been called to take charge of the high school at Stanton Depot.

Our general agent, Mr. E. J. Lewis, while on his last business trip to Ohio, not only took subscriptions but took unto himself a wife also. He married Miss Kittie Owens, of Newark, O. The JOURNAL sends its best wishes.

Mrs. Elizabeth Cady Stanton is in Paris sitting daily for her portrait to an American painter.

Mr. Geo. W. Cable, the writer on Southern topics, who has been so successful a teacher of Bible studies at Northampton, is now to conduct Dr. Meredith's Saturday afternoon class in Tremont temple, Boston.

Statistics show that during the past fifty years 524,000 persons have been evicted in Ireland—an average of over 10,000 per annum.

The Chinese government has ordered that every foreign missionary shall henceforth hold a passport from his own government.

A gift of £20,000 has been received by the University of Australia for the founding of a chair of music.

Rev. Dr. Witherspoon, of Louisville, Ky., has declined the professorship offered him in Columbia Theological Seminary.

The corner stone of a building for a Theological Seminary was laid at Pueblo, Mexico, July 21. It belongs to the Methodists.

Superintendent of Public Instruction Draper is trying to introduce, with the voluntary aid of the district school commissioners, the project of uniform teachers' examinations, which he put through the legislature in compulsory form last winter but which Gov. Hill refused to approve.

There are about 130,000 Mormons in Utah. Of these quite 80,000 are under the age of eighteen years. This leaves 50,000 above that age.

Two young electricians of Munich, named Meestern and Heli-dobler, have invented a sort of telephone which fixes the spoken word on a chemically prepared sheet of paper.

Mrs. Jessie P. Barnes has been chosen to take charge of the department of music in Washington College, Irving, Cal.

The Right Hon. Charles Bowen is translating the Eclogues and the first six books of Virgil's *Æneid* into English verse.

Dyspepsia, headache, indigestion, loss of appetite, are cured by Hood's Sarsaparilla. Try it.

## EDUCATIONAL NOTES.

### COLORADO.

The school population of Bent county is increasing rapidly. The census lists of this year show a gain of about thirty-eight per cent. over last year, with about a dozen new towns to bear from and be organized into school districts.

When the schools open in September the subject of the effect of stimulants and narcotics upon the human system must be taken up systematically for the first time. The school law provides for such instruction. Already school boards are adopting text-books and preparing to meet the requirements of the law.

The last general assembly divided the state into six institute districts for the "purpose of organizing and maintaining teachers' normal institutes." The term of the institute shall not be less than two weeks. The revenue of the district institute comes from three sources, viz., registration fee of \$1.00 for each person in attendance; the board of county commissioners appropriates \$1.00 for each certified person in attendance from each county; the state appropriates \$50.00 upon proof that not less than twenty persons have paid the registration fee. Thus a school of fifty persons would have a fund of \$150.00. No person shall receive any pay from the institute fund for "services as conductor or instructor that does not hold a certificate of qualification from the state board of education upon the recommendation of the state board of examiners."

### FLORIDA.

Rev. E. P. Hooker, in his report of Rollins College, Winter Park, speaks of the past year as having been one of signal growth and prosperity to the college. The school has numbered 164 in all the departments. One year ago the school met in unplastered rooms over a store. To-day they occupy a tasteful building known as "Knowles' Hall." Other buildings that have been erected are, Ladies' Cottage, a dining hall, and a cottage for gentlemen. The course of instruction is thoroughly established, and the school is looking forward to a useful career.

### INDIANA.

The teachers' institute in Grant county is pronounced unusually good, and our correspondent praises Supt. E. O. Ellis very much for his efficient management. The instructors were: G. F. Bass, E. F. Brown, Indianapolis; W. H. Mace, of De Pauw University, Greencastle; E. M. C. Hobbs, of American Normal College, Logansport, and Hon. H. M. La Follette, state superintendent.

### IOWA.

The institute held recently at Belle Plaine numbered one hundred in attendance. The work done was excellent, the school exhibit was especially fine.

### KANSAS.

"County Uniformity" was not carried at the last annual district meeting of Anderson county. But very few districts favored it.

### KENTUCKY.

Prof. Biscoe Hindman, of Helena, has resigned his position in that place to accept that of professor of mathematics in the Louisville high school.

The state normal institute for the third superior court district was held at Louisa, Lawrence county, from July 18 to Aug. 6. Prof. J. R. Potter, assisted by Prof. G. W. Wroten, and Prof. T. B. McClure conducted the institute.

### NEW HAMPSHIRE.

The alumni of Appleton Academy and McCollom Institute, at Mount Vernon, held their triennial reunion on Wednesday, Aug. 24. The oration was by Hon. Jonas Hutchinson, of Chicago, Ill., and the poem by Henry A. Kendall, of Somerville, Mass. Dr. Charles M. Kittredge, of Fiskill, N. Y., acted as president of the day, and Prof. C. F. P. Bancroft, principal of Phillips Academy, Andover, Mass., as chaplain.

The board of education of Winchester has elected John G. Thompson, of Sandwich, Mass., principal of the high school, and Miss Daisy Leonard, assistant. School will begin on Monday, August 29.

Prof. Gifford, of Hallowell, Me., Classical Institute, has been elected principal of Proctor Academy, at Andover.

The "old pine," in the college yard, said to be 100 years old, one of the landmarks at Dartmouth, around which every Dartmouth class for many years has smoked its farewell pipe, was struck by lightning recently. Considerable bark was torn from the trunk, but the tree may not be killed.

Kimball Union Academy, at Meriden, whose 75th year begins August 23, has had 2,839 students, of whom 1,732 were graduates. Of this number 533 afterwards graduated at Dartmouth, and 713 at other colleges and professional schools. In this list are 333 clergymen, 211 physicians, 313 lawyers, 36 editors, 7 college presidents, 34 professors in colleges and professional schools, 431 teachers, 4 members of Congress, and three judges of higher courts.

Clarence A. Brodeur, of Penacook, has been engaged to teach in and have charge of the grammar department of the Hunnewell schools, of Wellesley, Mass. He graduated from Harvard in June last.

Miss Mary Prentiss will succeed Miss Abbie J. McCutchnin, as lady principal of Kimball Union Academy, at Meriden, at the beginning of the coming term.

Dana M. Dustan, formerly of Peterborough, who has been principal of the Weston (Mass.) high school for five years, has been elected principal of Monson Academy, at a salary of \$1,500. He graduated from Dartmouth in 1860.

Fred. P. Emery, of Suncook, has been engaged as an instructor in the Institute of Technology, at Boston. He graduated at Dartmouth, class of '86.

Forty-eight men wanted the position of superintendent of schools in Nashua.

Henry S. Roberts, principal of the Warner high school, has been offered a similar position in Pennsylvania, at a salary of \$1,650.

The N. H. legislature has appropriated \$7,000 annually for the state normal school at Plymouth. The legislature has also appropriated \$12,000 for enlarging and repairing the school building, introducing water, &c.

Concord. State Correspondent.

ELLEN A. FOLGER.

### NEBRASKA.

Nemaha county institute was held in Auburn from Aug. 15 to Aug. 27. Prof. Victor C. Alderson, a graduate of Harvard University, and a specialist in primary work, had charge of the department of primary instruction.

### NEW JERSEY.

John Terhune, county superintendent of Bergen county, prepares questions for the annual examination of the pupils of the public schools of his county. These papers are submitted to township boards of examiners. Diplomas and certificates are awarded to successful candidates. This is a movement that will tend to give unity in the instruction of the various schools of the county.

### NEW YORK.

The free scholarship competitive examinations for Madison University, Hamilton, will take place in various cities Sept. 1. Information can be obtained by addressing the president or secretary.

J. Russell Parsons, Jr., commissioner of first district, Rensselaer county, will hold examinations for teachers' certificates as follows: Sept. 3, Hoosick Falls; Oct. 1, Lansingburgh; Nov. 5, South Petersburg; Dec. 3, Schaghticoke.

Fairfield Seminary for young ladies and gentlemen was founded in 1803. During the period of more than eighty years it has graduated 25,000 students. It boasts of twelve departments. Many improvements have been added during the past year, and facilities are now offered the pupils seldom equaled.

The teachers' institute for Lewis county, first commissioner district, will be held at Port Leyden, beginning Aug. 29. Prof. Samuel Albrow will be chief conductor. Prof. George Griffith, of New Paltz, assistant. Prof. Griffith will discuss methods in geography—a subject which he always handles with great ability.

Port Henry Union Free School and Academy opens Aug. 29. Improvements have been made in the way of grading, enlarging the course of study, and in the addition of apparatus, so that better inducements are offered this year than ever before. Prof. William H. Benedict is principal and superintendent.

### NORTH CAROLINA.

Piedmont Seminary, Lincolnton, under the management of Prin. D. Matt. Thompson, will open Aug. 31. The instruction given here is based on correct principles:

"Facts are valuable only as they furnish material for thought. We deem it worse than useless to cram the mind in early youth with a mass of undigested facts."

### PENNSYLVANIA.

Miss Mary Speer, of the Cook county (Ill.) normal school, has been elected principal of the model school connected with the West Chester state normal school.

Supt. David S. Keck, of Berks, one of the young and stirring superintendents of the state, was complimented by a third term, —a rare procedure in the southern tier of counties in this state.

Thomas G. Jones, for many years principal of the St. Clair high school, was strongly opposed this year by the saloon element, but, in the face of this opposition, was re-elected.

A post-graduate normal course has been established in the Nanticoke high school for the purpose of preparing such as desire to teach.

Miss Jean T. MacCulloch, a prominent Wilkes-Barre teacher, has gone to Monrovia, California, where she will accept a position in the schools.

Hereafter pupils completing the grammar school course of instruction in the Pottsville schools will be regularly graduated and granted diplomas.

Nanticoke. State Correspondent. SUPT. WILL S. MONROE.

### TENNESSEE.

Hardeman county has just held an enthusiastic teachers' institute. Not only are the teachers alive to the improvement of their work, but the taxpayers are determined to put the common school on a better basis. Among the subjects discussed were: "The Duty of Parents to Children," "County and State Aid to Education," "The Aim of the Teacher—What is It?" Everything was practical, and tended to bring about a better understanding and co-operation between patrons and teachers.

The colored teachers' meeting, held in Brownsville last week, was a grand success. Many prominent white citizens were out to hear their lectures, and came away surprised at the improved methods they saw explained.

Eurekaton. State Correspondent.

W. D. POWELL.



## VIRGINIA.

Miss Alice M. Pollard, of Richmond, has been selected to take charge of the music department in the Onancock Academy.

Prof. J. T. Littleton, who has been residing for the past year at Bell Haven, has gone to Danville to assume the duties of vice-principal and professor of modern languages in the new Methodist female college there.

A new Baptist female college was recently established at Glade Spring, in southwestern Virginia, with Prof. Marcellus M. Hargrove, A. M., as principal.

Rev. B. M. Saunders, principal of Norfolk college for young ladies, has been attending camp meetings, and delivering scientific lectures on the eastern shore of Virginia.

Prof. R. H. Willis, formerly of the Norwood high school in this state, was recently married to Miss Libby M. Hall, in Syracuse, N. Y. Prof. Willis is now at the Arkansas University.

Dr. John L. Buchanan, state superintendent of public instruction, has returned to Richmond from a short visit to his home in southwest Virginia.

Prof. Winston, of Richmond College, has been lecturing with Prof. Sanford, of New York, at the summer normal institute at Farmville.

Prof. Milton W. Humphreys, Ph.D., has been elected to the chair of Greek in the University of Virginia, recently vacated by the resignation of Prof. John H. Wheeler. Prof. Humphreys was educated at the University of Berlin, and has been a Greek professor in the Washington and Lee University, Va., Vanderbilt University, and the University of Texas. Though comparatively a young man, he is regarded one of the most thorough and brilliant Greek scholars in this country. He has made some notable contributions to philological journals in this country and in Europe, and is the author of splendidly annotated editions of Thucydides and Sophocles.

Dr. J. A. Harrison, lately of the University of Texas, has been elected adjunct professor of natural science in Randolph Macon College, Va. Prof. Harrison is a Virginian by birth, and is a son of Dr. James F. Harrison, late chairman of the faculty of the University of Virginia.

Prof. Charles W. Dabney, state chemist of North Carolina, has recently been elected president of the state university of Tennessee, at Knoxville. He is a son of the Rev. Dr. R. L. Dabney, formerly of the Union Theological Seminary at Hampden Sidney, Va. Prof. Dabney is probably the youngest college president in the country. He is also to be state chemist of Tennessee.

The seven summer normal institutes that have been in session in Virginia for the past month, will all close next week.

Onancock.

FRANK P. BRENT.

Piedmont Male Academy, Greenwood, Albemarle county, opens its first session Sept. 12. The course of instruction embraces English in all of its branches, Latin, Greek, French, German, mathematics (including commercial arithmetic, book-keeping, etc.), and the rudiments of the natural sciences, and is designed to prepare the pupil for admission to college or university, or for the practical pursuits of business-life. Rhodes Maasie, A. M., D. L., is principal. His past work is spoken of in highly commendatory terms.

## LETTERS.

HIGH SALARIES FOR THE HIGH GRADES.—Mr. Editor: The JOURNAL of May 21, containing my article on salaries, and your rejoinder, came in the midst of my closing work, else it would have received immediate attention.

You "do not concede that primary teaching does not rank with industries of higher grade." The issue between us, then, narrows down to one of classification. How shall we classify the primary teacher?

First, let me state that I do not advocate putting high school girls in charge of this very important department—my practice is to select very carefully the teacher for this work. I consider the intermediate grades the least responsible; but this is aside from your issue, which is between the high grade and the primary teachers.

Still, I cannot agree with the editor, that "a very ignorant young girl may 'hear classes and keep good order,' without possessing 'the slightest grain of true teaching' power."

I do maintain, however, that more (if not higher) qualification is necessary to fill efficiently the higher positions. You say very "little book-knowledge is necessary" to the conduct of primary work. Does the able editor mean to imply that book-knowledge is the only requisite for the teacher of the higher grades; or that the high-grade teacher should be any less "gifted by nature and fitted by training"? Surely he means neither of these implications. He must mean that a peculiar tact or art is required for primary work—admit it; and the fact remains that every teacher needs, every efficient teacher exercises, tact. It will be somewhat difficult to demonstrate that that of the primary teacher is of a superior order to that of other teachers. But the higher grade teacher MUST have, superadded to this tact, the scholarship, culture (book-knowledge, if you prefer), which, you say, is not necessary to the primary work.

But is it true, that the powers of combination and organization, essential to successful superintendence and principalship, are a lower order of talent than that of even the Rose Dartle ideal? Such a view is subversive of fundamental psychological principles, and directly contradictory of common sense—there is just the difference between the leader of an army and the leader of one squad under him.

You grant that the primary teacher's work affects but one class, and ask how important is that class. Is it not evident that many classes, equally important, are equally to be affected by the work of the superintendent? Is it not better, when detriment is inevitable, to restrict it to the narrowest possible limits? Is it not better one acre should be retarded (not destroyed), than that a whole crop should suffer?

The question sums up thus:

(1) Peculiar talent + training + a little book-knowledge = Primary Teacher.

(2) Peculiar talent (of a higher order) + training + much book-knowledge = High Gr. Teacher.

For equation (1), I am indebted to you, Mr. Editor; the (2) you can scarcely fail to accept. A comparison of them will give no equivocal result; and as you agree that "higher grades of qualification and efficiency deserve

higher remuneration"—hence my original theorem.

J. WM. STOKES.

P. S.—Miss Kenyon, in the issue of June 18, admits the justice of my remarks, if I had reference to superintendence. When we consider the article which elicited my first, and that my remarks on the high grade teacher were predicated on the fact that more or less superintendence devolved upon him, a full complement of "question-marks" would be necessary to develop the relevancy of the body of Miss K.'s article.

She states a series of pedagogical truisms with an *ex cathedra* air that is refreshing. "No doubt but ye are the people and wisdom shall die with you."

She says that the primary teacher's work affects the child's future school life through all the classes. Since she was dealing in truisms, she might have added that the child's *entire* life would be affected thereby; and she might have adorned and emphasized her statement with the usual figure: "The pebble dropped into the ocean," etc., etc. But this is equally true of all succeeding teachers and associations of life; and when we take into consideration the fact that the last years of school life are the last opportunity of detecting and correcting bad habits, whether the results of defective training in the lower grades, or not, their importance can scarcely be over-rated. I say *correcting*, advisedly. I know that bad habits can be corrected to a large extent. The most approved work, however, in the primary is no protection against incompetency or lack of teaching instinct in the intermediate and grammar grades. I have seen many whose last estate was worse than the first, for this reason. On the contrary, I have never seen genuine teaching fail to awaken all the powers of the pupil in any grade, whatever may have been the previous training.

This is not saying that best possible work is not desirable in all grades!

Female College, Corinth, Miss.

J. W. S.

## NOTES FROM OUR WESTERN OFFICE.

W. W. KNOWLES, Manager.

Prof. Cyrus W. Hodgins is to hold down the chair of History and Political Science in Earlham College. Should he not succeed it will argue a decline in the market of *true merit*. For some time past he has been the honored principal of Richmond Normal School, Ind., where he is succeeded by Mr. John C. Macpherson, who has won a "good name" by the earnestness and excellence of his work as late superintendent of Wayne Co., Indiana.

An arrangement has been made by which the TEACHERS' INSTITUTE AND PRACTICAL TEACHER will publish each month the Outlines of Reading Circle work to be done by the teachers of Illinois. We make room for this because of an urgent demand on the part of Illinois teachers, and because any work done by Supt. Gastman is worthy to be placed before the teachers of the country.

Prof. H. F. Rulison of Watseka, Ill., has started an academy at that place, and says: "It is organized for the purpose of teaching such branches of learning as lie between the work of the common school and that of the university." Prof. Rulison is a teacher of experience and ability. Any one wishing to know more of the school should write him for circular.

Mr. Geo. A. Clark, a recent graduate of Hinsdale, Mich., made us a pleasant call on his trip west in search of a field of labor. He'll find it and succeed, too.

Talk about "woman's rights"! I see by circular of DuPage Co. Institute that, of the five instructors employed, three are women. "The world do move, don't it?"

The *Educational Auxiliary*, a paper just started in the interests of education, in Clark Co., Ill., has just reached us, and speaks well for itself. The price is nominal, and if every teacher in that county will take it, they, too, will speak well of it, for it will help them in their work.

The *Progressive Teacher* is another educational paper in Illinois, and is worthy the name it bears. It is edited by L. E. Murray of Palestine, Ill.

The management of Westfield College, Ill., has decided to admit one graduate from each high school in the state, and to exempt him from all tuition fees. We note this to their credit.

Prof. H. B. Scott, of Illinois, has been elected to the chair of elocution in Iowa College. He is a graduate of "Old Knox," and a hard worker.

Miss Anna Corcoran, one of the best teachers in Morrison, Ill., finds it necessary to rest one year from her chosen work.

W. H. Bloom, of Illinois, takes charge of the Bloomer schools, Wisconsin, for the coming year. Mr. Bloom is quiet, ear-est, and successful.

The *Woman's World*, published in Chicago, by Miss Frances Lord, of kindergarten fame, has changed its name, and is now called *The New World*. It has also changed its dress; and, for fear some one may conclude that it has changed its nature or mission also, it asserts: "I am the same old *World* I ever was."

"*The Open Court*," published in Chicago, is the highest type of magazine. Its mission is noble. Its contents are always first-class and may be read with profit by any one. Teachers, send for sample copy.

Mr. S. A. Roberts of Maquoketa, Iowa, goes to Preston, of the same state. He is a worthy and competent young man.

Prof. Victor C. Alderson of Englewood, Ill., goes to Auburn, Neb., to work in the summer normal. He is one of our most progressive teachers and will do himself honor there.

The normal held by Col. Parker at the close of the

National Association is pronounced a great success; 300 teachers in attendance—representing 33 states of the Union.

The panorama of Mission Ridge has gone to San Francisco. The Crucifixion is to take its place at Chicago.

J. K. Lundy is one of our very best agents, and withal, a perfect gentleman. He is employed to teach in Christian Co., at \$30 per month. The school is to be congratulated.

The school campaign is opening up in good shape. The demand is becoming quite general in the West for better methods, better plans, better teachers! It is gratifying to note that school journals are being recognized as a power in bringing about these desirable ends. Let them be true to their mission and they shall have their reward!

## EDUCATIONAL EXPOSITION, NATIONAL TEACHERS' ASSOCIATION, CHICAGO.

WHAT THE CHICAGO SCHOOL FOR THE DEAF IS DOING.

Miss Mary McCowen, principal of the Chicago voice and hearing school for the deaf, "*oral and aural*," demonstrated the possibility of teaching totally deaf children to read spoken language from the lips and to talk. Miss McCowen prefers to take children at the youngest talking age, say eighteen months, but does not despair when the increased difficulties of teaching older children accumulate before her. She economizes effort and intensifies impressions by utilizing all the child's predilections and wishes as motives for expression. The first words taught are those that children use in their plays and in asking questions. When the child is thirsty he is taught to ask for a drink. Imitating Miss M's low and clear enunciation, the visitor questioned the two little girls, one five and one six, that Miss M—had selected from among her pupils to be with her at the Exposition. "What is this?" was promptly answered, "That is a fan." "What color is this," drew forth the reply, "That is black," spoken as distinctly as was the question. These children love to talk. Their little tongues are going continually, and their hands, too, in gesticulation. It is touching to see the earnest eyes fixed so eagerly upon your lips as you speak to them; but what a world of advantage and consolation is offered them in the fact that they need not be cut off completely from the hearing community—that they can converse with *anybody* who will take the pains to speak slowly and clearly to them.

## THE KINDERGARTEN AND THE PUBLIC SCHOOL, LA PORTE, INDIANA.

The welding of kindergarten and public school was best taught by the exhibit from La Porte, Ind. Mr. Hallman, of this place, has been the very efficient welder. The careless observer, in passing through these booths, is sometimes heard to exclaim, "How much kindergarten work!" but Mr. Hallman objects to this. The work of the kindergarten is done between the ages of three and six, and the subsequent training built upon its broad foundation is but to strengthen the habits and tendencies established in the lower school, to lead smoothly on to the higher studies, to furnish hand work and assist head work all along the various lines of tuition. This work leads on into art and outward into science by lines of thought and manipulation commenced in the kindergarten; but, its purpose there once served, it is no longer kindergarten work.

During the first and second years these children do a very great deal of clay molding, and the most is made of their products. When a perfect cube is produced its surfaces are used to teach the square. Not only this, but these square sides are decorated in the course of color teaching. Sometimes the cube is hollowed out; sometimes its corners are cut off, sometimes both these modifications are applied; and with each new form thus made new subdivisions of surfaces into plane figures are suggested and new variations in color decoration applied. Then the sides of the cube are cut off, making square plaques, upon which flower studies in clay are glued, or later, upon which reliefs are carved or molded. Thus the most is made of the cube. The economic value of the sphere is similarly extended. Useful things are made of the geometric solids, as a child's bank from the square, another from the cube, a churn and a barrel from the cylinder, paper weights from the mutilated cube, etc. Natural objects are molded in great profusion and with wonderful effectiveness. These are all painted and in remarkably natural colors. But for the tell-tale weight of the half-ripe apple you pick up from this table you would be tempted to bite it. The children select and mix their own colors. Among their decorated clay work are a pretty bank in the form of a drum; a pair of brown cloth slippers lined with buff; a black and red chequer-board, with a nearly finished game upon it; some "rainbow studies," in which one color overlaps another in such order as to produce the solar spectrum; a wagon of fruit and vegetables, suggesting a vendor out of sight in some alley, leaving to the tender mercies of the street urchins his square quart of berries, his round peck measure, his water-melons and musk-melons, his onions, turnips, radishes, etc. There is also a very motherly hen on her nest; a saucy little bird, peeping out from its nest in a hole at the bottom of a tree-trunk; and other equally graphic representations of mental pictures thus expressed by the pupils. This exceptional work is followed in the third and fourth years by experimental and inventive work, now largely conducted on paper. The variety of form combinations and the richness of coloring show with what fearlessness these children work. Yet, they are under constant guidance. One exercise given them in their dictation work is to paint a square of one primary color and then to paint another, overlapping it half-way. A secondary color is thus produced and its contrast with both primaries shown. In what may be called the elaborative work, a central figure is dictated and the pupils are permitted to add some idea of their own, the same on all sides; or, a general plan or outline is suggested and the pupil



left to fill it in according to his own fancy. Pretty designs in experimental drawing are obtained by laying sticks and tablets. These are drawn in wonderfully delicate lines after the pupils have had a little training. The conceptional graphic drawings by second year pupils set forth the fancies that roam through the young minds of the artists, accompanied by written explanations, as, "This man is coming to town to sell this load of straw to get money to buy things." This drawing is made an aid in teaching composition, spelling, and penmanship. This conceptional drawing comes with the third year, the pupils having now learned the value of truth in representation and to seek it through observation and experiment. The order in drawing is: first, the conceptional; second, from objects; third, from dictation (begun in paper-folding, etc.); fourth, elaborative; fifth, inventive. The system, Mr. Hallman contends, was not made by any grown man, but by the growing child. The aim is unity, individuality, and diversity. From twenty minutes to half an hour a day is devoted to this work, and the time is extended after school hours when the pupils so desire.

The compass is used in the lowest grade. When pupils can make their own tools, they do so. When a new thing is given, the children are immediately taught to use it. The teachers and children supply a part of the material used. Children are not taught to use the right hand exclusively. The social instinct is cultivated in young children by such exercises as this: Each of four children is given two or more paper forms. They stand around a small table. One child lays a form down in the center. His opposite neighbor follows, and then the other two lay their forms in symmetrical relation to the first two. Then No. 1 offers another contribution and the rest carry out his suggestion of position on their respective sides. This is continued until the papers are all laid. The result is a regular plane form which may be used in design or may stand alone for its beauty. At first each child regards his papers as "mine"; in the end all regard them as "ours," and no member of the little community would spoil the "harmonious whole" by selfishly withdrawing his own contribution. This game is called, "Follow your leader." In this way is the maxim carried out, "Come, let us live with our children."

The schools of La Porte number about fifteen hundred children. The classes average forty pupils, and each teacher keeps the same pupils two years, so that her study may be the individual and her aim "spherical development."

The growth of individual pupils under this system is shown by books containing their work in writing, in pasting, in drawing, etc. From the first crude attempts of the new-comer the improvement is so gradual, so assured, so continuous that the plain and unavoidable inference is, *unremitting interest and effort.*

One more point or two regarding the minutiae of work not seen in other exhibits. The younger children had gratified their fancy in the world of blocks by building block picnic tables and benches, eating paper dolls on the former, and setting the latter with tablets and shells for dishes. In these booths were seen the first really beautiful effects in tablet laying. (This work was probably done "socially.") The paper solids were neatly bound at corners with colored paper, and they were exceedingly varied in conception and neat in construction. A collection of skins of furry and woolly animals indicated some study in this direction. Specimens of gums, minerals, and woods were seen attached to sheets of pasteboard, and the various grains and spices were exhibited in bottles. Squares and hexagons of mosaic work in wood, each done by four children, indicated an extended application of the "social" work formerly done with paper. A little paper, published in the spring of the year, its columns filled with the corrected compositions of first year pupils, affords supplementary reading for the class, teaches the little ones "how books are made," and indicates to the observer the character and tendencies of reading and composition as taught in this grade.

Walking through these booths, admiring the various special products of education as individual educators make them visible, feeling many a heart-throb of glad hopefulness for generations to come at sight of the rays of light that stream so strongly through the breaking clouds, one was, nevertheless, haunted by a wish for more unity, more soundness, more completeness of character development than even a sanguine imagination could infer from what was obvious in the several exhibits. The constant reflection beset one, "This is excellent, but this is not all." In the exhibits from the La Porte schools and the exposition of their plan and drift, by their very able superintendent, Mr. Hallman, one lost that sense of incompleteness and plainly recognized a most masterly attempt at that rounded development, without which, as an ideal, the most energetic educators can but achieve distortions.

#### THE WORK OF THE COOK CO. NORMAL SCHOOL.

But the exhibit of the La Porte schools did not fully set forth the aims, processes, and results of the entire school course, as did the Cook Co. normal school of Ill., Col. F. W. Parker, principal. For the fullness of fullness it was necessary to go to this booth—the warmest in all the immense hall, but by far the most attractive to the searcher after "spherical development," in spite of the physical discomforts of dog-day weather within its enclosure.

The exhibits from the school were arranged by grade, and the work of each grade was laid out in special lines, so that the observer could, if he chose, follow each line separately from beginning to end of the course. No subject once admitted into the system was slighted; no subject was petted; nothing was omitted that was necessary to show the equal and harmonious development of all-phased power in the small human beings intrusted to these teachers for their start in life. Regarding the work from the standpoint of knowledge and its branches, it was hardly possible to say that one teacher excelled another in teaching any single branch. Regarding it from the standpoint of mind growth, it was obvious that each had kept carefully before her the ideal of many-phased development, and had sunk her own predilections for this or that branch lest one branch should surpass its neighbors in growth, to their detriment.

In the first grade were to be found the usual kindergarten products, stick-laying, paper-folding, mat-weaving, sewing on cardboard, clay modeling, block-building, etc. Side by side with these were the evidences of botanical and zoological study, painted flowers, birds, etc., and the same in clay moldings. Com-

positions, embodying the children's descriptions of these natural objects, further indicated their mode of study. Then there were other language lessons illustrated by conceptional drawings. There were lessons in worsted and paints, on cardboard, showing instruction in the primary and secondary colors and discs of flannel for further illustration, leading up to that complex article of infant manufacture, the penwiper. There was number work, illustrated by original drawings. Everything showed intelligent experiment, independent thought, and cheerful effort on the part of the children.

In the second grade, or year, these various lines of instruction (or perhaps training would be a better word) were continued, with a marked advance in complexity of subjects and in skill of execution. The composition work included the story of Columbus.

In the third grade, solid forms in paper appeared. Zoology was extended to a study of human bones by observation and description, and a stuffed weasel had posed for its picture before an entire class of artists in water colors. The botanical exhibit included preserved specimens and colored drawings of a still greater variety of plants; and this drawing and the penmanship in the accompanying compositions indicated steady and successful effort toward higher ideals of form and neatness. In language, more independence was manifested. The painting and description of a water lily were noticeable for their especial merit. The stories of King Midas and Little Red Riding Hood were among the reproductions. The drawings to illustrate simple operations in number were apparently dropped in this grade, but when a new subject in arithmetic, such as square measure, was introduced, drawing was again made a help and an evidence of the pupil's clearness of mental vision. In all lines of work the same sure and steady progress was to be traced.

Fourth year. Here we found really beautiful paintings, especially one of the wild rose, and really beautiful moldings of shells, sprays, butterflies, plants, etc. In zoology, the frog had once more been a favored study, and the human teeth and skeleton had received much attention. There were illustrated compositions enumerating and locating the bones and describing them as to form and function. In number, the subject of interest was taken up, with the usual infusion of live, objective teaching. The collection of manufactures by pupils contained some pretty cardboard houses.

Fifth year. Methods of teaching geography in this grade were illustrated by drawings of the various articles manufactured in the localities studied, and specimens of natural products described in the compositions to which they were attached. North America had been studied, as a whole, in this manner (the first scientific presentation of geography). The basins of the Mississippi and the St. Lawrence had then received separate attention. The course in natural science was indicated by some really artistic relief moldings of birds, quadrupeds, fish, the human ear, etc., and the side of a cottage and the front of some public building were added to this exhibit. Some pretty specimens of hammered brass included the picture of a crane. In arithmetic, the pupils had completed interest, and, apparently, disposed of fractions (which, by the way, are not dealt with for the first time in this grade, but enter into the arithmetical problems of the first and all other years.)

Sixth year. The colored drawings in connection with geography as taught in this grade included spoils of cotton, barrels of sugar, sticks of barber's-pole candy, and the map of South America. Compositions on sugar and the Amazon were displayed, showing much grasp of language and an easy, graceful penmanship. The botanical drawings, especially those of the strawberry, were more and more creditable. Arithmetic in this grade deals largely with percentage, and again numerical drawings are brought into use, as in the case of nine eucy, nancy faces with three shut off from the others like naughty children, by a line drawn between, in response to the direction, "Show 33 1/3 per cent. of 9." In the relief molding the frog again comes to light, this time accompanied by a lizard. Also a lighthouse, a wild rose with its spray of leaves, and a bunch of blackberries deserve mention.

Seventh year. History begun as a separate branch of study; paper dolls dressed in Revolutionary costumes; molding of Plymouth Rock with date 1620 chiseled thereon; pen-and-ink sketch of Plymouth, with pilgrim settlement; drawings of spinning-wheel, log cabin, Standish House, home-made cradle, and manufactures illustrating Puritan times. Compositions on same in what may be called a final adult chirography, legible and graceful. Wood-carving on back-ground, "Mother" (the word), deer, crane, etc. Manufactures, paper-rack ornamented with carving of oak-leaves. Models in clay of heads, faces, and parts of same. Geography, putty relief maps of six continents; shaded drawings of Europe, Chinese empire, bread-fruit, casahuate tree, tea and coffee plants. Zoology, study of heart and lungs; more frogs. Botany, study of cherry and red maple; colored drawings increasing in delicacy and truth. Arithmetic, cubic measure. Problem: "Draw a cubic yard to the scale of one inch to the foot and ask five questions about the surfaces and five about the solid." Problem in percentage: "Make four drawings of an object and state the per cents. that you see." (This was answered by the following drawings among others: 4 fans, differently colored; 4 glass marbles; 4 clocks, elaborately drawn; and by such statements as "75 per cent. of 4 houses is 3 houses;" "40 4 lilies is 50 per cent.") History, successive divisions of N. A. by ruling tribes and nations, shown in series of historical colored maps, executed by pupils, with color keys and dates. A full-rigged ship, built four feet, stood to testify to the manner in which a boy who had several times crossed the ocean had been led to give concrete expression to his memories of travel.

Eighth year. The historical maps now arranged in complete sets and bound in books. Drawings of Rensselaer arms and Schuyler arms, of Gov. Schuyler, of the Stadts Huys, of the "Good Old Times" at Plymouth, of a group of old Dutch relics, and of various occupations of women in the Puritan days. Compositions on similar subjects. Geography, a special study of South America, with ordinary black and colored map-drawing, and compositions. Botany, the radish, beet, and leek well painted and described. Arithmetic, some problems in commission and brokerage, and some in the simpler operations, illustrated, as in lowest grade, by drawings.

A Class. A section of the earth's crust, drawn in colors by pupils, the drawings filed between boards ornamented

with large plates of hammered brass. Specimens of paleozoic rocks. Botany, rushes, grasses, leaf studies again, the thistle. Zoology, the anatomy and natural history of the frog; small skeletons laid in flat position and fastened to paper; jaw-bones of the elephant. Pupils actually at work in booth making putty maps from a relief globe, and sand map of North America from memory. (The pupils make their own boards in the workshop.)

B and C Classes. Fish, birds, and other small animals, dissected and stuffed by pupils; vital parts of dissected animals preserved in different ways; circulatory, nervous, and digestive systems of the cat; fine collection of pinned insects, and of insects preserved in alcohol.

Training Class. Wonderfully artistic plaster casts, made by pupils, and second only to products of the Art Institute. Ancient history, in beautiful putty relief maps of Greece and Rome. Sectional putty maps, showing Alabama System and Southern Africa.

But faint just ice can be done, in summing up, to the exhibit of the Cook Co. Normal School. But a dim notion can be gathered from these printed columns of the continuity, the grand oneness of the growth it represented, the threading through its significant tale of a living philosophy, that dreams all things and provides for all things in human nature (for, to the thoughtful observer, the moral and emotional training shines through the mental and manual training all along)—that seems to point ahead somewhere to a realm of love and wisdom almost heavenly.

#### THE WORK OF SEVERAL SCHOOLS.

The Chicago Free Kindergarten exhibit contained ten peas, at different stages of growth, preserved in bottles. The children had planted the peas and then uprooted one each day to observe the progress of the plant.

In the Froebel and Drexel booth, Mrs. Putnam gave lessons in paper-folding. The visitor had but to enter, seat himself at the long, low table, and become as a little child again, to be instructed. The impromptu class thus formed were taught how other simple geometric forms and multifarious combinations in design may be evolved from the square; how this affords infinite play for childhood's originality, under guidance; how the elements of geometry may become appropriate mental aliment for very young children; that precision in speech and action may be incorporated as an element of training in the most attractive exercises for infants; that the teacher of these exercises in "making" should plan for only beautiful results by distributing few and harmonious colors, etc. Mrs. Putnam recommended gum tragacanth for pasting purposes; and, as this sours easily, carbolic acid to preserve it. The gum should be spread with a brush or a splint.

Among the many bright hints afforded by this great symposium of thinkers and doers, the following, in lines of work not already directly treated, were noted. The school at Norwood Park, Cook Co., Ill., showed its appreciation of authors studied by the English Literature class in a unique manner. Little albums were made, with a page for each letter of the alphabet and quotations from the given author entered in the order of their initial letters. A Longfellow album, whose first quotation was "And the night shall be filled with music," etc., and the second "Bear, through sorrow, wrong, and ruth," etc., evidenced a close and appreciative study of "the people's poet." These albums are made up at the end of a year's course.

At the Cleveland High School, Mr. Aborn teaches mechanical drawing by and from its legitimate use, thus reversing the usual order of presentation, gaining time and serving utility. Instead of drawing from models his pupils are given the dimensions of a conceptional form, from which they construct a drawing, and then they make the form from the drawing. A great variety of these forms in tin were on exhibition, and also the written problems and the drawings, of which they represented the results. Here is one of the problems: Make the frustrum of a rectangular pyramid, base 2 in. square, pitch 5 in., cut at angle of 75 deg. with axis, 2 1/4 inches from base. The pupil or class, to which this was given, first computed and drew the superficial elements of this solid and then laid their drawing (as a pattern) upon tin, indicated by perforations where to cut, cut and soldered and sent the perfect form thus produced to the Exposition. Mr. Aborn has developed this system fully in his book, published by Van Antwerp, Bragg & Co., Cincinnati, and entitled Aborn's Mechanical Drawing.

A despatch from Constantinople says that hundreds of houses, have been burned in Scutari.

DELIGHTFUL AND ACCESSIBLE.—The resorts of Minnesota and the Northwest are attracting much attention, both on account of their beauty, healthfulness and accessibility. In the latter regard the new short line of the Burlington Route, C. & N. W. R. R., plays an important part. Over it through trains are run to St. Paul and Minneapolis from either Chicago, Peoria, or St. Louis, with the best equipment, including Sleepers and Dining Cars, that the inventive genius of the day has produced.

At St. Paul and Minneapolis direct connection is made with trains for all points in the Northwest, as well as Portland and Puget Sound points.

At all principal ticket offices will be found on sale, at low rates, during the tourist season, round trip tickets, via this popular route to Portland, St. Paul, Minneapolis and all principal resorts in the Northwest. When ready to start, call on your nearest ticket agent, or address Paul Morton, General Passenger and Ticket Agent, C. B. & Q. R. R., Chicago, Ill.



## BOOK DEPARTMENT.

**SECOND NATURAL HISTORY READER.** By Rev. J. G. Wood. M.A. Boston: Boston School Supply Company. 132 pp.

Both as to matter and language, this series of readers is carefully graduated. The lists of words for spelling, found at the beginning of each lesson, have been selected by the author with regard to actual experience of the difficulties of children on that particular point. As nothing can be found to interest children more readily than animal life, special care has been taken to introduce only those animals that are more or less familiar, but the subjects are treated in such a way as to lead up to a scientific classification, which will be found in the more advanced readers. The first ten lessons in this volume, are devoted to birds, where they are fully described in their appearance, habits, form, and characteristics in all cases. Lessons eleven and twelve are given to snakes, the four following lessons to the frog and toad, the remainder to the fish, snail, fly, spiders, mouse, rat, rabbit, hare, squirrel, dormouse, bat, mole, and hedgehog. The illustrations with which this reader is well supplied, are most excellent and plain, giving in a perfectly life-like manner the objects they represent. The claws and heads of the different birds are especially good. All through, the illustrations themselves teach the lesson in a very attractive way.

**THE FORTUNES OF WORDS.** Letters to a Lady. By Federico Garlanda, Ph.D. New York: A. Lovell & Co. 225 pp.

Dr. Garlanda has, in a series of twenty gracefully-written letters to a lady, prepared a book which will be read with great interest by young students, especially. In the first letter will be found the importance of the science of language and its connection with the study of man and history. The third letter is one of much interest, treating of ancient etymologists and their stumblings, and the Indo-European language. Each letter has its special interest, written in a most attractive manner, while the material of which the book is composed is drawn from good sources and can be relied upon. The fourth letter may be considered an important one, and especially useful. In it is found the idea of root, and Grimm's Law, fully delineated, continued also in the fifth letter. The author seems to have the skill, in a great degree, of beguiling his readers into a study of words, and at the same time maintaining the interest.

**THE HOUSE I LIVE IN: Or, An Elementary Physiology for Children in the Public Schools.** Van Antwerp, Bragg & Co. Cincinnati and New York. 96 pp.

In preparing these lessons in hygiene for the use of small children, it has been the aim to use simple language, omit all scientific terms, and provide only such facts in regard to the structure of the body and the functions of its organs as can be understood by children, and at the same time teach them the laws of health. The book has special reference to the nature of alcoholic drinks and narcotics, and their effects upon the system, and as little children need to learn the simplest and plainest lessons, such as temperance, cleanliness, neatness, how to exercise, and what things to avoid as harmful, this book comes in to give the needed aid on those points. Among the variety of topics touched upon, are: how to have a fine form, what the muscles do,—how one should take exercise,—how to bathe,—care of the hair, nails, and teeth,—things to be avoided,—what to do when burned,—how to eat and drink, and a great many more subjects as useful. Scattered through the book are "Things to be remembered," and questions and answers on practical subjects.

**THE REPUBLIC OF THE FUTURE: Or, Socialism a Reality.** By Anna Bowman Dodd. Cassell & Co., Limited, 739 & 741 Broadway, New York. 86 pp. 50 cents.

In a series of letters from a Swedish nobleman living in the 21st century, to a friend in Christiania, the author has prepared an amusingly extravagant little volume. But there is, however, such solid basis for the truth of what socialism would be if it should be permitted to build for itself, that the facts seem appalling. The little volume is full of satire, and the letters are written in an excellent manner; the author supposing that New York has been entirely given over to Communism, and the oppression of the people is graphically depicted. This little volume, which can be read through so quickly, is well worth a study at the present time.

**DRONES' HONEY.** By Sophie May. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 281 pp. \$1.50.

Sophie May has been for a long time the children's favorite story writer, but in this volume she has succeeded in writing a good book for grown-up people. It is a romance, and in a quiet way the author tells a story of society. It is well conceived, and the plot carried out successfully, the interest being well maintained to the end. The main part of the story is located in a far-away, unimportant little village in central Maine, where there is not much to be seen but beautiful scenery. The interesting points of the story, however, diverge, and reach the famous resorts of fashion. Altogether, "Drones' Honey" is a very pleasant story, with a good moral tone and sound lessons.

**THE SHORTHAND EXERCISE BOOK.—In Five Parts, with Key.** Part I. By David Philip Lindale, Chicago; D. Kimball, 83 Madison St., Philadelphia: The Author, 1539 Chestnut St.

The author has spent considerable time in perfecting a system of stenography, which he claims is much easier to learn and far more legible than several of the systems now in use. One peculiarity of his system is that the vowels and consonants are joined together without lifting the pen from the paper, instead of being detached from the consonantal outline as in other systems. No positions for words are considered necessary, and special characters are provided for most of the prefixes and suffixes. The author's aim has been to make short-hand simpler in order that it might come into more general use in business and professional life. Part first treats of words of one syllable which do not contain the diphthongs of the *ei*, *ar*, and *es* series of compounds; the principles of the system as applied to such words; familiar and easy sentences embodying them, and a classified list of nearly fifteen hundred words of one syllable. The work will be accompanied by a key containing information relating to the learning and teaching of the system.

**ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS OF BROOKLYN, N. Y., 1886.** Hon. Calvin Patterson, Superintendent.

The whole number of schools under the control of the board of education during the year was seventy. There were 71,979 pupils on the register at the close of the year, an increase of 2,296 over the preceding year. The average daily attendance was 64,769, or 88.9 per cent. of the average register, and 64.1 per cent. of the total number of different pupils instructed. The city is fairly well supplied with school accommodations, the lower primary grades, as is usually the case, being the most crowded. The by-laws of the board of education make it one of the duties of the superintendent so to organize each school that pupils shall not be unduly detained in any grade on account of lack of room in the next higher grade. One marked feature of the work has been the raising of the standard for admission to the higher grades. The uniform semi-annual examinations, the better grading of the classes, and the earnest and intelligent efforts of the teachers have produced results indicative of marked improvement in the organization and work of the higher grades.

A training school for teachers was recently started and the report states that it was a success from the outset. It is believed that it will do much to improve the methods of teaching in primary classes. The new rules of the evening schools make the positions permanent for those teachers who are successful in disciplining and governing their classes, and teachers whose work is unsatisfactory are dropped at the end of each term. These schools had a total enrollment of 10,491; and the average attendance for the term was 4,193. After much deliberation a new course of study has been laid out, the main points of which are: Reading is presented largely from the standpoint of utility. Lessons in language are made a feature in each grade. Arithmetic in the lower grades is confined to small numbers and to operations easily within the comprehension of pupils. In the grammar grades the work in arithmetic may appear heavier than in the old course but it is more easily accomplished because the pupils have been better prepared for it by previous work. In the history course topics are assigned and discussed in place of the old method of memorizing. In the new course are given what are known as object lessons intended to stimulate the imagination. The remainder of the course remains substantially the same. In closing his report the superintendent says: "The defects in our system of public schools, which have been freely exposed in this and previous reports, are not fundamental. The causes which produced these defects have to a considerable extent been removed. To perfect our system it still requires the expenditure of so much money as will insure the admission of every child of school age to a comfortably equipped school-room."

**ANNUAL REPORT OF THE SCHOOL COMMITTEE OF PITTSFIELD, MASS. 1886-87.** Thomas H. Day, Superintendent.

A regular course of study was adopted during the past year for the first time, with a view, not to confine teaching entirely to practice at the expense of theory, to set a limit beyond which teachers may not go, or to make teaching entirely mechanical; but rather to denote the minimum of work to be accomplished, leaving the method of work to the experience and good sense of the teacher. The committee state that they were unable to restrain truancy on account of the refusal of the local judge to approve the by-laws relating to that subject. A new plan has been adopted of buying text-books directly of the publishers, by which a larger number is procured for the same money. The high school was very much crowded, and another year the whole building will probably be needed to accommodate the pupils, rendering it necessary to provide other quarters for the grammar school, that has previously occupied a portion of the building. The total number attending the schools was 3,193; average membership, 2,895; average attendance, 2,162. The total average cost per capita, based on average membership, and including supervision, text-books, and music, was \$15.29.

## LITERARY NOTES.

Mrs. Sara Louise Saunders has in preparation a compilation of "Festus," which will be published by Lee & Shepard. The poem has run through thirty American editions, which proves its great popularity, and this new edition, prepared by one of its most ardent lovers, we are sure will be appreciated. One of the latest books published by Lee & Shepard is one which treats of the theories held of spirit life among various nations and in all ages. The book is the result of profound research.

J. B. Lippincott Co. have prepared a new edition of Cutter's "First Book on Anatomy, Physiology, and Hygiene," which has been revised by Dr. J. C. Cutter, son of the author. This work is so popular that 300,000 copies have been sold in the United States and Canada, and it has been translated into several foreign languages.

The first number of a new monthly journal entitled, *The School*, has been published at Springfield, Mass. The title indicates sufficiently the aim of the publication.

"The Great Cryptogram; or, Lord Bacon's Cipher in the so-called Shakespeare Plays" will be the title of Ignatius Donnelly's forthcoming book, which the author claims will forever settle the Shakespeare-Bacon controversy. The work will be published by R. S. Peale & Co., of Chicago.

The Froelich Society offers prizes to the amount of twenty guineas for the best essays on the following subject: The ethical teaching of Froebel as gathered from his works. The essays must be sent not later than November 1, addressed to Froebel Secretary, office of *Journal of Education*, 86 Fleet street, London, England.

Geo. Routledge & Sons, 9 Layfayette Place, New York, publish the following works, "La Belle Nivernaise," the story of an old boat and her crew, by Alphonse Daudet; "Happy Home Stories for the Young," and "Wide Awake Stories for the Young;" "Buffalo Bill," by Henry Llewellyn Williams.

Many teachers were greatly benefited by a perusal of Mr. Senders' article in the June *Atlantic* entitled, "Nursery Classics in Schools." The same writer contributes another article to the July number, the subject of which is, "American Classics in Schools."

Among the publications by J. Fitzgibbon is, "The Formation of Vegetable Mould Through the Action of Earthworms," by Chas. Darwin. The great scientist has invested this unpromising theme with the profoundest interest. Price, thirty cents.

Early in the fall a charming story, by Miss Mary G. Darling, will be published by D. Lothrop & Co. "Gladys: A Romance" is the title, and some Bostonians figure in the story.

A valuable work, "The English Language; Its Grammar, History, and Literature," by Prof. J. M. D. Meiklejohn, has been published by D. C. Heath & Co.

Schiller's "Poems and Ballads," in Lytton's translations, is the latest addition to Morley's Universal Library. Published by Geo. Routledge & Sons.

The story, "A Tragic Mystery," written by Julian Hawthorne from material furnished him by the diary of Inspector Byrnes and published by Cassell & Co, has been a great success. A fourth edition is in press. Other stories by the same author will follow in quick succession.

"Oliver Optic," (William T. Adams), has long been noted as a writer of bright, fascinating, and instructive stories for juveniles. "Ready About," published by Lee & Shepard, is the sixth and last volume of his "Boat Builder Series."

It is proposed to change the *School Gazetteer* from a quarterly to a monthly, with a corresponding increase in the subscription price.

The September number of the *Riverside Literature Series* (published monthly, at 15 cents a number, by Houghton, Mifflin & Co., Boston), will contain some of John Burroughs's essays, or stories, about birds and bees, with an introduction, recommending the use of Burroughs in the sixth (fourth reader) grade, by Mary E. Bart, of the Jones School, Chicago Ill.

An extra number, prepared by A. S. Roe, principal of the high school at Worcester, Mass., will also be published in September containing programs for the celebration of authors' birthdays.

## MAGAZINES.

In the *Quiver* for September will be found the usual variety of entertaining and instructive reading. There is a handsomely illustrated article on "Fulnach and the Moravians," and a continuation of the attractive serial, "My Brother Basil." Readers will enjoy the pretty little poem, "A Child's Tear," and the Dean of Canterbury's article on "How God Preserved the Bible." This handsome periodical is published by Cassell & Co. In the August *Wide Awake* will be found the first of a series of sketches of Old Concord, by Margaret Sidney. Her words are inspired by a heart full of patriotism, and will be found fascinating reading by all true Americans. In the same number, Charles Egbert Craddock goes on a con-hunt, and trees a lantern, in "The Story of Keodon Bluffs." In the "Successful Women's Series" is a sketch of Mrs. Candace Wheeler, who is prominent in the women's art societies of New York. E. H. House, a well-known writer and journalist, contributes to the September Scribner's a Japanese story entitled "The Sacred Flame of Torin J." The sixth installment of Thackeray's letters contains a number of his drawings, and a fac-simile of a note and humorous sketch sent by Thackeray to Mrs. Elliot. In view of the centennial of the American constitution in September, special interest attaches to the article, which appears in this number, relating to "An Unpublished Draft of a National Constitution by Edmund Randolph. Found among the papers of George Mason," which recently came into the possession of Moncure D. Conway, while preparing the life of Randolph. The articles by Prof. George T. Ladd on "The development of the American University," and of "The Modern Nile," by Edward L. Wilson, are well worth a perusal.

In the August *Century* Greeley, of Arctic fame, gives a narrative concerning the Lady Franklin Bay expedition. Those interested in the economic questions of the day will find reading to their taste in Edward Atkinson's article entitled, "Low Prices, High Wages, Small Profits. What Makes Them?" Gen. Joseph E. Johnston gives an inside view of his campaign in opposing Sherman's advance to the sea. The September number of the *American Magazine* contains among other articles "Our New Navy," by Lieut. W. S. Hughes; "Canada's Militia," by J. Macdonald Oxley. Mrs. Rose Hawthorne Lathrop, daughter of the great romancer, contributes a story. "The Teller is the name of a periodical published at Indianapolis by Chas. A. Bates. The August number contains "International Copyright," by W. De Witt Wallace; the conclusion of Mena Kemp Ogan's story, "My Husband's Sweetheart," a letter on "Union Labor," from Isaac Bielerstaff; "First Impressions," by Margaret Holmes, etc. The number is especially rich in poems. One of the best articles in the *Magazine of American History* for August is that relating to the "Presentation of the Arctic ship *Resolute* to the Queen of England by the President of the United States," in 1856. There are many other fine articles; in fact, there is not a dull page in the number. "Christian Thought for August" maintains the reputation in the periodical has atained as an exponent of the thought of the day. Among the contributors to this number are Rev. J. W. Lee, D.D.; Charles B. Waring, Ph.D.; Rev. Joseph Parker; and others. Forty pages of boy and girl stories will be found in the August *Penny*, published by D. Lothrop Company, Boston.

**CATALOGUES AND PAMPHLETS RECEIVED.**  
Graded course of study for the Jones County Normal Institute, and announcement for the term of 1887 at Wyoming, Iowa. Prepared by Geo. E. Wood, county superintendent.  
Proceedings of the North Carolina Teachers' Assembly, fourth annual session, Morehead City, N. C. 1887. Edwin A. Alderman, president.  
Catalogue of the Globe Academy, Globe, N. C. 1886-7. William Furney Marshall, principal.  
Circular of the State Normal and Training School, Potsdam, N. Y. 1887. E. H. Cook, principal.

List of books for the Public School Libraries for the state of Wisconsin. Prepared by the state superintendent.

Catalogue of the Centenary Biblical Institute, Baltimore, Md. 1887-8. Rev. W. Maslin Frysinger, D. D., president.

Twenty-second Annual Report of the Rutgers Scientific School New Brunswick, N. J. 1886.

**THE RESORTS OF COLORADO.**—Colorado has become famous for its marvelous gold and silver production, for its picturesque scenery, and its delightful climate. Its mining towns and camps, its massive mountains, with their beautiful green-wooded valleys, lofty snow-capped peaks and awe-inspiring canyons, together with its hot and cold mineral springs and baths, and its beautiful climate, are attracting, in greater numbers each year, tourists, invalids, pleasure and business seekers from all parts of the world.

The journey from Chicago, Peoria, or St. Louis and other Chicago, Burlington & Quincy R. R. stations to Denver (the great distributing point for Colorado), if made over the Burlington Route (C. & Q. R. R.), will be as pleasant and gratifying as it is possible for a railroad trip to be. At all principal ticket offices will be found on sale, during the tourist season, round-trip tickets, via this popular route, at low rates to Denver, Colorado Springs and Pueblo, Colorado. When ready to start, call on your nearest ticket agent, or address Paul Morton, General Passenger and Ticket Agent C. & Q. R. R., Chicago, Ill.



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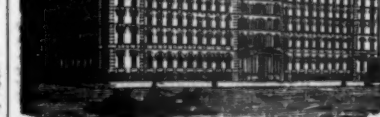
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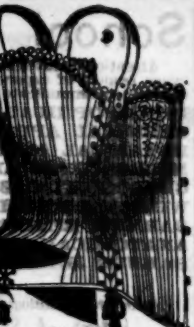
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Thinking is useful and sleep is necessary; but the literary man makes but little progress when he thinks all day and sleeps all night.

The annual salary of the emperor of China is said to be \$50,000,000. This may explain why so many of his subjects come to this country to take in washing.

London advises say that Queen Victoria has taken to a stick for support. There are cases of queenly women on this side the pond who have taken sticks to support.

A three-year-old boy, who, afflicted probably by the hot weather, had been cross and fretful all day, was asked rather harshly by his mother, "What's the matter?" "I want it to snow," was the child's prompt reply.

"It is said no one is allowed to speak when dining with the Queen of England." This is decidedly inconvenient. What is a fellow to do when he wants another piece of pie? Perhaps he is obliged to "whistle for it."

The Minneapolis Tribune in stating, "There is a female brass band at Fremont, Neb.," adds: "Bless the little tootie-wooties!"

The carpenters are going to have a picnic. Would not Jamaica Plane be a good place for it?—Boston Commercial Bulletin. It wood.

While the summer girl is at Nantucket breasting the waves, her good old mother stays at home and stems the currant.

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Some snake-killer says the age of a political party may be told by its rings.

An exchange asks: "Does etiquette demand a vest on a hot day?" If it does, it can have ours.

## ADVICE TO MOTHERS

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Blobson: "They say a cabbage leaf under the hat will prevent sunstroke." Popinjay: "Dumpey is all right, then." Blobson: "How so?" Popinjay: "He carried a whole cabbage under his hat all time."

## HAY FEVER.

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(Rev.) H. A. SMITH, Clinton, Wis.

Lightning knocked over three men who were sitting on a box in front of a grocery store in Paterson, N. J. One of them was knocked senseless. The other two exclaimed: "Leggo! I'm coming right home!"

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A New England man has just had a patent granted him for "an electric switch." The particulars are not given, but it looks as if the future of the small boy was discouraging.

## To Save Life

Frequently requires prompt action. An hour's delay waiting for the doctor may be attended with serious consequences, especially in cases of Croup, Pneumonia, and other throat and lung troubles. Hence, no family should be without a bottle of Ayer's Cherry Pectoral, which has proved itself, in thousands of cases, the best Emergency Medicine ever discovered. It gives prompt relief and prepares the way for a thorough cure, which is certain to be effected by its continued use.

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